DOCUMENT RESUME

ED 321 290 CS 212 447

TITLE	Secondary Textbook Review: English, Grades Nine through Twelve.
INSTITUTION	California State Dept. of Education, Sacramento.
REPORT NO	ISBN-0-8011-0738-5
PUB DATE	88
NOTE	346p.
AVAILABLE FROM	Publications Sales, California State Department of Education, P. O. Box 271, Sacramento, CA 95802-0271 ($9.25, plus sales tax for California residents).
PUB TYPE	Guides - Non-Classroom Use (055)
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	*English; English Curriculum; *English Instruction; High Schools; Language Arts; Resource Materials; Secondary School Curriculum; Textbook Content; Textbook Evaluation; *Textbooks; *Textbook Selection
IDENTIFIERS	*California

ABSTRACT

This book is intended as a resource for teachers and curriculum developers who select textbooks for secondary English courses. It includes a compilation of 32 factual textbook reviews obtained from the application of a review instrument, which was based on the California "Model Curriculum Standards: Grades Nine through Twelve, English Language Arts" and the "English-Language Arts Framework for California Public Schools: Kindergarten through Grade Twelve." The instrument described in the book was applied to selected English composition/grammar and reading/literature textbooks. The book suggests that the resulting reviews can be used by teachers as a screening device to reduce the number of books they review and pilot studies they conduct; thus educators will have more time to do in-depth reviews of two or three textbooks which appear to match their course requirements and their students' academic needs. The book also states that the review instrument can be adapted by districts to reflect their own English objectives and test results. Every review in the book includes two parts and a publisher's description (which appears in the Appendix)--a section which depicts the extent to which the emphasis on content and process is given to each of the topics in the textbooks reviewed, and a section which includes topics on content and processes which might be found only in teachers' editions. The book does not make assessments regarding the quality of the books reviewed, but rather provides information which teachers may find useful in making quality judgments and selecting specific textbooks for English programs. (SR)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

T. SMITH

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

English

IFORNIA STATE DEPARTMENT OF EDUCATION BILL HONIG—SUPERINTENDENT OF PUBLIC INSTRUCTION SACRAMENTO, 1988

BEST COPY AVAILABLE

SECONDARY TEXTBOOK REVIEW:

English

Grades Nine Through Twelve

Publishing Information

Secondary Textbook Review: English was prepared by the Office of Curriculum Framework and Textbook Development, California State Department of Education. This publication was edited by Janet Lundin, working in cooperation with Mae McCarthy. This publication was designed and prepared for photo-offset production by the staff of the Bureau of Publications, with the design for the cover and interior design created and prepared by Cheryl Shawver McDonald. Typesetting was done by Lea Shimabukuro.

The document was published by the California State Department of Education, 721 Capitol Mall, Sacramento, California (mailing address: P.O. Box 944272, Sacramento, CA 94244-2720). It was distributed under the provisions of the Library Distribution Act and *Government Code* Section 11096.

© Copyright, 1988
California State Department of Education

Copies of this publication are available for $9.25 per copy, plus sales tax for California residents, from Publications Sales, California State Department of Education, P.O. Box 271, Sacramento, CA 95802-0271.

A list of other publications that are available from the Department may be found on page 165 of this publication.

ISBN 0-8011-0738-5

CONTENTS

	Page
Preface	v
Acknowledgments	vii
Introduction	ix
Textbooks That Were Reviewed	ix
How the Textbooks Were Reviewed	ix
Considerations in Using This Document	x
Coronado/Holt, Rinehart	
English: Writing and Skills, Grade Nine	1
English: Writing and Skills, Grade Eleven	1
Foundations for Learning Press, Inc.	
Foundations for Learning: Language 1, Grade Nine	9
Foundations for Learning: Language 1, Grade Eleven	9
Glencoe Publishing Company	
Glencoe English, Grade Nine	17
Glencoe English, Grade Eleven	17
Literature-Based Composition, Grade Eleven	17
Harcourt Brace Jovanovich, Inc.	
Adventures in Reading, Heritage Edition, Revised, Grade Nine	29
Adventures in American Literature, Heritage Edition, Revised, Grade Nine	29
Journeys, A Reading and Literature Program: Cascade, Grade Nine	37
Journeys, A Reading and Literature Program: Emblem, Grade Eleven	37
Warriner's English Grammar and Composition, Third Course, Liberty Edition, Grade Nine	45
Warriner's English Grammar and Composition, Fifth Course, Liberty Edition, Grade Eleven	45
Houghton Mifflin Company	
Focus on Literature: Viewpoints, Grade Nine	53
Focus on Literature: America, Grade Eleven	53
Themes in World Literature, Grade Eleven	53
Grammar and Composition, Third Course, Grade Nine	65
Grammar and Composition, Fifth Course, Grade Eleven	65
McDougal, Littell & Company	
Building English Skills, Orange Level, Grade Nine	73
Building English Skills, Yellow Level, Grade Eleven	73
McDougal, Littell Literature, Orange Level, Grade Nine	81
McDougal, Littell Literature, Yellow Level, Grade Eleven	81
McGraw-Hill School Division	
Insights, Grade Nine	89
American Literature: A Chronological Approach, Grade Eleven	89
American Literature: A Thematic Approach, Grade Eleven	89
National Textbook Company	
The Art of Composition, Grade Eleven	101
Scott, Foresman & Company	
Patterns in Literature, Grade Nine	109
The United States in Literature, Grade Eleven	109
Scribner-Laidlaw Educational Publishers	
Composition and Grammar 9, Grade Nine	117
Composition and Grammar 11, Grade Eleven	117
Scribner-Macmillan Educational Publishers	
Understanding Literature, Grade Nine	125
American Literature, Grade Eleven	125
Appendix	
Information from the Publishers of Textbooks Reviewed in This Document	133
Publications Available from the Department of Education	165

PREFACE

The message of this document is that factual information about English composition/grammar textbooks and reading/literature textbooks can be a useful resource to secondary teachers engaged in textbook selection. The textbook review that was conducted was based on the following resources: *Model Curriculum Standards: Grades Nine Through Twelve, English–Language Arts* and a draft of the *English–Language Arts Framework for California Public Schools: Kindergarten Through Grade Twelve.* The findings are factual in the sense that only the extent of coverage (in relation to the resources named above) was noted. There was no attempt to evaluate the quality of the material or its presentation. Nonetheless, this review will assist teachers by reducing the number of textbooks which require an in-depth evaluation.

A steering committee met in early 1987 to develop a factual review instrument, based on the resources named above. Trained textbook reviewers then applied the topics in the review instrument to selected English textbooks. The steering committee and the textbook reviewers shared a vision of how important textbook selection procedures are to a comprehensive secondary English program. We wish to pay special tribute to those two groups, which generously gave us the benefits of their professional knowledge, their energies, and their time. The individuals are named in the acknowledgments. We also wish to express our gratitude to the school districts that supported teacher participation in both groups by granting release time.

English is the second content area for which we have developed a review document. We have learned by doing. Your constructive suggestions are welcome. If you find the information in this publication helpful in selecting English composition/grammar or reading/literature textbooks, we would like to know. Please send your responses to the Office of Curriculum Framework and Textbook Development, California State Department of Education, P.O. Box 944272, Sacramento, CA 94244-2720.

JAMES R. SMITH
Deputy Superintendent
Curriculum and Instructional Leadership

FRANCIE ALEXANDER
Associate Superintendent; and Director
Curriculum, Instruction, and Assessment Division

GLEN THOMAS
Director, Office of Curriculum Framework and Textbook Development

ACKNOWLEDGMENTS

The following steering committee members contributed to the development of the *Secondary Textbook Review: English:*

Eleanor Angeles, Division Vice-President, Text Division Publisher, Scholastic, Inc., New York
John Angelo, English Teacher, Salinas Union High School District
Mary Barr, Director, California Literature Project, located at the Office of the San Diego County Superintendent of Schools
Dani Barton, English Teacher, Grossmont Union High School District, La Mesa
Beth Breneman, Consultant, California Assessment Program, California State Department of Education
Barbara Brown, English Teacher, Stockton City Unified School District
Jerri Fullmer-Hegyi, English Teacher, Irvine Unified School District
Cathy George, Consultant, Program Evaluation and Research Division, California State Department of Education
Mel Grubb, Consultant, English–Language Arts, Office of the Los Angeles County Superintendent of Schools
Carol Hendsch, English Teacher, Fresno Unified School District
Dorothy K. Jackson, Assistant Principal, Los Angeles Unified School District
Catherine McAward, Director of International School Sales, Macmillan Publishing Company, New York
Susanna Nied, Executive Editor, Secondary Language Arts, Holt, Rinehart and Winston (Coronado), Burlingame
Barbara Smith Palmer, English Department Chairperson, Director of Instruction, Los Angeles Unified School District*
Jeff Riehl, General Consultant for Secondary Schools, Office of the Merced County Superintendent of Schools*
Landen H. Risteen, Editorial Vice-President, Scott, Foresman & Company, Glenview, Illinois
Ceretha Sherrill, English Department Chairperson, Grant Joint Union High School District, Sacramento*
Priscilla Tedesco, English Teacher, Arcadia Unified School District*
Sue Thomas, Writing Resource Teacher, Elk Grove Unified School District†

The reviewers of the secondary English textbooks were:

Diane Berger, English Mentor Teacher, Burbank Unified School District
Leean Bitterolf, English Teacher, Corona-Norco Unified School District, Corona
Kay Burkhart, English Mentor Teacher, Whittier Union High School District
Jacquelyn Carter, Supervisor of Curriculum Development, Compton Unified School District
William Clawson, English Teacher, Santa Monica-Malibu Unified School District, Santa Monica
Joanne Collins, English Department Chairperson, Los Angeles Unified School District
Marilyn Colyar, English Teacher, San Marino Unified School District
Charleen Silva Delfino, English Coordinator, East Side Union High School District, San Jose
Mark Hanson, English Teacher, Grossmont Union High School District, La Mesa
Cheryl Hatch, English Teacher, Monterey Peninsula Unified School District
Jann Jenkinson, English Teacher, Modesto City High School District
Maynae Lew, English Teacher, Los Angeles Unified School District
Cecil Morris, English Teacher, Roseville Joint Union High School District

*These individuals also served as textbook reviewers.

†This individual examined the reviews for consistency.

Marie Neer, English Teacher, Modoc Joint Unified School District, Alturas

Marlyn Pino, Vice-Principal, San Juan Unified School District, Carmichael

Amelia Ramirez, English Mentor Teacher, El Segundo Unified School District

Susan Raphael, English Department Co-Chairperson, Las Virgenes Unified School District, Westlake Village

Judith Santora, English Teacher, Elk Grove Unified School District

Pat Schmidt, English Department Chairperson, Mentor Teacher, Martinez Unified School District

Dennis Shannon, Student, National Center for the Study of Writing, University of California, Berkeley

Kelly Kathryne Smith, English Teacher, Salinas Union High School District

Eva Somers, English Teacher, Desert Sands Unified School District, Indio

Barbara Stewart, English Mentor Teacher, Long Beach Unified School District

Joan Strand, English Teacher, San Ramon Valley Unified School District, Danville

Fern Thomson, English Teacher, Jurupa Unified School District, Riverside

Lance York, English Teacher, Yuba City Unified School District

Secondary Textbook Review: English was prepared by the Office of Curriculum Framework and Textbook Development, California State Department of Education, under the direction of:

Glen Thomas, Director, Office of Curriculum Framework and Textbook Development

Leadership and guidance for this process were provided by:

Mae McCarthy, Consultant, Office of Curriculum Framework and Textbook Development

Linda Crayne, Associate Governmental Program Analyst, Office of Curriculum Framework and Textbook Development

INTRODUCTION

Secondary Textbook Review: English is a resource for teachers and curriculum developers who select textbooks for secondary English courses. This publication includes a compilation of 32 factual textbook reviews obtained from the application of a review instrument. The review instrument was based on the *Model Curriculum Standards: Grades Nine Through Twelve, English–Language Arts* and the *English–Language Arts Framework for California Public Schools: Kindergarten Through Grade Twelve.* This instrument was applied to selected English composition/grammar and reading/literature textbooks. The resulting reviews can be used by teachers as a screening device to reduce the number of books they review and pilot studies they conduct. Consequently, educators will have more time to do in-depth reviews of two or three textbooks which appear to match their course requirements and their students' academic needs. The review instrument can also be adapted by districts to reflect their own English objectives and test results. Textbooks not included in this document could also be reviewed by applying the instrument used for these reviews to other textbooks.

Textbooks That Were Reviewed

Thirty-two factual reviews of secondary English composition/grammar and reading/literature textbooks are compiled in this document. An informal survey of the 20 largest school districts in the state revealed the textbooks most used in classrooms. Five English composition/grammar textbooks and six reading/literature textbooks, top-ranked according to usage, were reviewed. This restriction was necessary because of limited funding. Consequently, this document does not include all of the English textbooks in use in California secondary classrooms.

Over 400 publishers nationwide received a copy of the survey, along with copies of the *Model Curriculum Standards* and a draft of the *English–Language Arts Framework*. The publishers were invited to review these publications and were then asked to nominate those textbooks that they believed best reflected the philosophy and practices explained in the *Model Curriculum Standards* and the *English–Language Arts Framework*. After the publishers' nominations had been studied, a decision was made to include some new materials not widely used in California classrooms at that time. Those textbooks were then included in the review process.

Each publisher provided students' and teachers' editions for grades nine and eleven. Targeting the focus to two specific grade levels was necessary because of limited funding.

How the Textbooks Were Reviewed

The Steering Committee developed a review instrument based on the *Model Curriculum Standards* and the *English–Language Arts Framework*. (For information on ordering these two publications, see pages 165 and 166.) Every review includes two parts and a publisher's description, which appears in the Appendix. This material is described in the paragraphs that follow.

Part I

This section provides two types of information about each textbook. The first depicts the extent to which the emphasis on *content* is given to each of the topics in the textbooks reviewed. The second depicts the extent to which the emphasis on *process* is given to each of the English topics. Topics for both *content* and *process* were extracted from the *Model Curriculum Standards* and the *English–Language Arts Framework*. In effect, the topics highlight the English core curriculum. For every specific topic, the "extent included" in each book is identified by applying the following definitions:

Substantially means that this aspect is represented by many examples.
Moderately means that this aspect is represented by occasional examples.
Present means that this aspect is represented by a single example.
Not present means that this aspect is not represented.

Part II

This section includes topics on *content* and *processes* which might be found only in teachers' editions.

Appendix

Each publisher's description in the Appendix contains three sections. In Section A, each publisher describes the textbooks being reviewed and the intended audiences for those books. Section B includes additional information about the literary works reviewed. Descriptions of teachers' editions and resource materials, as well as supplementary materials available for sale, are also found in this section. If the textbooks have abridged selections, the titles are listed in Section C.

Considerations in Using This Document

Teachers and others who are involved in textbook selection and who are using this document need to keep two considerations in mind. ***First, the intent of this review process is to present factual information about the English composition/grammar textbooks and reading/literature textbooks reviewed. It is not the intent of this process to make assessments regarding the quality of those books. Teachers are the ones who work with the course requirements and plan the instructional program, while taking into account students' motivation and interests, literary backgrounds, comprehension levels, and other significant factors that influence learning. Teachers study all of this information and more as they make quality judgments about specific textbooks.***

Second, the same factual review instrument has been applied to both the English composition/grammar textbooks and to the reading/literature textbooks. Generally, the English composition/grammar books include parts of literary works, while many of the reading/literature books include some whole works. This review process does not differentiate between the two approaches.

As a final note, the educators and publishers who have invested their expertise and time in developing this document will feel that their efforts have been rewarded if teachers find this information useful in selecting textbooks for English programs.

PUBLISHER	TITLES	COPYRIGHT
Coronado/Holt, Rinehart	*Grade nine* *English: Writing and Skills** *Grade eleven* *English: Writing and Skills*	*1985* *1985*

I. ENGLISH/LANGUAGE ARTS MODEL CURRICULUM STANDARDS' FOCUSES: STUDENT'S EDITION/TEACHER'S EDITION

DEFINITION OF TERMS
Extent Included

Given the number of literary works/lessons in the textbook/instructional material:

Substantially means that this aspect is represented by many examples.

Moderately means that this aspect is represented by occasional examples.

Present means that this aspect is represented by a single example.

Not present means that this aspect is not represented.

	Grade nine ***English: Writing and Skills***								*Grade eleven* ***English: Writing and Skills***							
	Extent included								*Extent included*							
	Student's edition				*Teacher's edition/manual*				*Student's edition*				*Teacher's edition/manual*			
	Substantially	*Moderately*	*Present*	*Not present*	*Substantially*	*Moderately*	*Present*	*Not present*	*Substantially*	*Moderately*	*Present*	*Not present*	*Substantially*	*Moderately*	*Present*	*Not present*
A. Comprehending Literature																
1. *Content* (Explanations addressed to the students)																
a. Do the literary works engage students in reflecting on ethical, aesthetic, or cultural values and on social or political issues? (Standards 1 and 2; *Framework*, p. 42)†	X				X				X				X			
b. Are multiple points of view illustrated or expressed regarding these values and issues? (Standard 2)	X				X				X				X			
c. Are these genres represented; e.g., novel, drama, short story, poetry, essay, biography, and speeches? (Standards 4 and 7)	X				X				X				X			
d. Are the following aspects of diversity represented:																
• Points of view of women and minorities? (Standard 4, subtopic 6)	X				X				X				X			

*See the Appendix for the publisher's description of these textbooks.

†The references to "Standards" may be found in the *Model Curriculum Standards: Grades Nine Through Twelve*, and those to the *Framework* may be found in the *English-Language Arts Framework for California Public Schools*, both published by the California State Department of Education (see pages 165 and 166 for ordering information).

PUBLISHER	TITLES	COPYRIGHT
Coronado/Holt, Rinehart	*Grade nine* ***English: Writing and Skills***	*1985*
	Grade eleven ***English: Writing and Skills***	*1985*

I. ENGLISH/LANGUAGE ARTS MODEL CURRICULUM STANDARDS' FOCUSES: STUDENT'S EDITION/TEACHER'S EDITION—Continued

DEFINITION OF TERMS
Extent Included

Given the number of literary works/lessons in the textbook/instructional material:

Substantially means that this aspect is represented by many examples.

Moderately means that this aspect is represented by occasional examples.

Present means that this aspect is represented by a single example.

Not present means that this aspect is not represented.

	Grade nine ***English: Writing and Skills***								*Grade eleven* ***English: Writing and Skills***							
	Extent included								*Extent included*							
	Student's edition				*Teacher's edition/manual*				*Student's edition*				*Teacher's edition/manual*			
	Substantially	*Moderately*	*Present*	*Not present*	*Substantially*	*Moderately*	*Present*	*Not present*	*Substantially*	*Moderately*	*Present*	*Not present*	*Substantially*	*Moderately*	*Present*	*Not present*
A. Comprehending Literature—Continued																
• Selections which deal with varied, specific socioeconomic groups in terms of setting, characterization, plot, theme, and point of view? (Standard 4, subtopic 2)	X				X				X				X			
e. Are perspectives of other disciplines represented such as science, history–social science, mathematics, or visual and performing arts? (Standard 8)	X				X				X				X			
f. Are lessons included that:																
• Instruct students in how to use higher-level thinking skills? (Standard 6)	X				X				X				X			
• Encourage students to link information learned in a previous lesson with the next lesson? (Standards 5 and 6)	X				X				X					X		

A. Comprehending Literature—Continued																
g. Are students instructed in how to make the words they encounter during reading a part of their vocabulary? (*Framework*, p. 43)		X				X				X				X		
2. *Process* (Activities that encourage students to interact with the content)																
a. Are there literature-based activities that guide students to a new understanding of themselves and the world around them? (Standard 1, subtopics 1 and 2; *Framework*, p. 42)	X				X				X					X		
b. Are there activities which help students integrate the language arts by connecting:																
• Their prior experiences and prior knowledge to each literary work included in this textbook or material? (Standard 6)		X				X				X				X		
• Ideas in each literary work included in this textbook or material to other works they have read? (Standard 5, subtopics 4 and 5) (Higher-Level Comprehension)		X				X				X				X		
c. Are there activities that focus students on developing higher levels of comprehension? (Standard 6)	X				X				X				X			
B. Integrating Instruction in the Language Arts																
1. *Content* (Explanations addressed to the students)																
a. Does writing as a process include explanations of:																
• Prewriting?	X				X				X				X			
• Drafting?	X				X				X				X			
• Revising?	X				X				X				X			
• Editing?	X				X				X				X			
• Postwriting? (Standard 11)	X				X				X				X			
• Evaluation? (Standard 10, subtopic 8; *Framework*, p. 43)	X				X				X				X			
b. Are there literary models for writing? (Standard 12, subtopic 2)	X				X				X				X			
c. Are grammar, mechanics, and usage taught in the context of writing? (Standard 14, subtopic 3)	X				X				X				X			

PUBLISHER	TITLES	COPYRIGHT
Coronado/Holt, Rinehart	*Grade nine* **English: *Writing and Skills***	*1985*
	Grade eleven **English: *Writing and Skills***	*1985*

I. ENGLISH/LANGUAGE ARTS MODEL CURRICULUM STANDARDS' FOCUSES: STUDENT'S EDITION/TEACHER'S EDITION—Continued

DEFINITION OF TERMS
Extent Included

Given the number of literary works/lessons in the textbook/instructional material:

Substantially means that this aspect is represented by many examples.

Moderately means that this aspect is represented by occasional examples.

Present means that this aspect is represented by a single example.

Not present means that this aspect is not represented.

	Grade nine ***English: Writing and Skills***								*Grade eleven* ***English: Writing and Skills***							
	Extent included								*Extent included*							
	Student's edition				*Teacher's edition/manual*				*Student's edition*				*Teacher's edition/manual*			
	Substantially	*Moderately*	*Present*	*Not present*	*Substantially*	*Moderately*	*Present*	*Not present*	*Substantially*	*Moderately*	*Present*	*Not present*	*Substantially*	*Moderately*	*Present*	*Not present*
B. Integrating Instruction in the Language Arts—Continued																
d. Are there writing lessons that provide instruction in real-world writing, such as journals, memoirs, expository writing, argumentation, investigative reports, papers using books and other sources about topics of interest to students, and stories and poems? (Standard 10, subtopics 1, 3, 5, and 6; Standard 12, subtopic 3)	X				X				X				X			
e. Are there lessons on speaking and listening that provide instruction on preparing, delivering, and evaluating forms of oral language experiences for different purposes and audiences? (Standard 15)	X				X				X				X			
2. *Process* (Activities that encourage students to interact with the content)																
a. Are there activities that help students to learn about the following aspects of the writing process:																
• Are students helped to generate ideas about which to write? (Standard 11, subtopic 2)	X				X				X				X			

B. Integrating Instruction in the Language Arts—Continued																
• Are students provided guidance for "reseeing" and "rethinking" what they have written? (Standard 11, stage 3 "Revising")	X				X				X				X			
• Are students helped to separate drafting and revision from editing and proofreading? (Standard 11, stages 3 and 4)	X				X				X				X			
• Are students provided guidance to help them use resources or references selectively to meet their editing needs? (Standard 10, subtopic 9; Standard 11, stage 4 "Editing")	X				X				X				X			
• Are students guided through the writing of complete pieces of discourse as they respond to assignments? (Standard 10, subtopic 3)	X				X				X				X			
b. Are there activities which help students to integrate the language arts by connecting their experiences with some writing assignments? (Standard 1, subtopics 1 and 2)	X				X				X				X			
c. Are there activities that help students to tailor writing and speaking to meet the needs of different audiences, including teachers and peers? (Standard 11, subtopic 2; Standard 16, subtopic 7)	X				X				X				X			
d. Are there activities that help students to examine and use different voices and styles in writing and speaking? (Standard 13; Standard 16, subtopic 7)	X				X				X				X			
e. Are students asked to read and listen to the kinds of writing and speaking they are assigned? (Standard 1, subtopic 4, under both aesthetic and cultural values)	X				X				X				X			
f. Are ideas provided for students to publish or perform their work or respond to other students' works? (Standard 11, stage 5 "Postwriting"; Standard 16, subtopic 7)	X				X				X					X		
g. Are there activities that help students assess the quality of:																
• Their own writing using criteria established for each assignment? (Standard 10, subtopic 8)	X				X				X				X			
• Their own speeches? (Standard 17, subtopic 1)		X				X			X				X			
h. Are there activities that help students to integrate the language arts in order to:																
• Explain the significance of a personal experience? (Standard 6)	X				X				X				X			

PUBLISHER	TITLES	COPYRIGHT
Coronado/Holt, Rinehart	*Grade nine* ***English: Writing and Skills***	*1985*
	Grade eleven ***English: Writing and Skills***	*1985*

I. ENGLISH/LANGUAGE ARTS MODEL CURRICULUM STANDARDS' FOCUSES: STUDENT'S EDITION/TEACHER'S EDITION—Continued

DEFINITION OF TERMS
Extent Included

Given the number of literary works/lessons in the textbook/instructional material:

Substantially means that this aspect is represented by many examples.

Moderately means that this aspect is represented by occasional examples.

Present means that this aspect is represented by a single example.

Not present means that this aspect is not represented.

	Grade nine ***English: Writing and Skills***								*Grade eleven* ***English: Writing and Skills***							
	Extent included								*Extent included*							
	Student's edition				*Teacher's edition/manual*				*Student's edition*				*Teacher's edition/manual*			
	Substantially	*Moderately*	*Present*	*Not present*	*Substantially*	*Moderately*	*Present*	*Not present*	*Substantially*	*Moderately*	*Present*	*Not present*	*Substantially*	*Moderately*	*Present*	*Not present*
B. Integrating Instruction in Language Arts—Continued																
• Set forth an opinion and defend it? (Standard 18)		X				X			X				X			
• Explain a concept? (Standard 11, stage 2 "Drafting/Writing," subtopic 1b)			X				X		X				X			
• Interpret a literary work and defend their interpretations? (Standard 9, subtopic 6)				X				X	X				X			
• Create stories and poems? (Standard 12, subtopic 2; Standard 13, subtopic 3)	X				X				X				X			
C. Language Study																
1. *Content* (Explanations addressed to the students)																
Are lessons included on:																
• Vocabulary study from context clues? (Standard 21)		X				X				X				X		

C. Language Study—Continued																
• The history of the English language and its dialects? (Standard 14, subtopic 5)		X				X				X				X		
• Etymology, the roots and histories of words? (Standard 22)		X				X				X				X		
2. *Process* (Activities that encourage students to interact with the content)																
Are there activities which encourage students to participate in word study connected to their listening, speaking, reading, or writing? (*Framework*, p. 43)	X				X				X				X			
D. Learning to Learn Strategies																
1. *Content* (Explanations addressed to the students)																
Are lessons included that:																
• Instruct students on how to participate in small-group discussions; e.g., speaking to a purpose, listening actively, eliciting responses, and giving constructive suggestions? (Standard 17, subtopic 3)	X				X				X				X			
2. *Process* (Activities that encourage students to interact with the content)																
Are there activities that call for students to work in:																
• Large groups?	X					X			X				X			
• Small groups?	X				X				X				X			
• Pairs? (Standard 11, stage 3 "Revising"; Standard 17, subtopic 3)	X				X				X				X			

Publisher	Titles	Copyright
Coronado/Holt, Rinehart	*Grade nine* ***English: Writing and Skills***	*1985*
	Grade eleven ***English: Writing and Skills***	*1985*

II. English/Language Arts Model Curriculum Standards' Focuses: Teacher's Edition

(Additional Process [Implementation] Strategies)

Definition of Terms

Extent Included

Substantially means that given the number of teaching strategies in the teacher's edition/manual, this aspect is represented in many strategies which are embedded throughout the teacher's edition/manual.

Moderately means that given the number of teaching strategies in the teacher's edition/manual, this aspect is represented by an occasional strategy.

Present means that this aspect is represented by a single strategy.

Not present means that this aspect is not represented.

	Teacher's Edition ***Implementation Strategies*** *Extent included*							
	Grade 9				*Grade 11*			
	Substantially	*Moderately*	*Present*	*Not present*	*Substantially*	*Moderately*	*Present*	*Not present*
A. Providing Integrated Instruction in the Language Arts for Students with Special Needs								
1. Are there recommendations for meeting the needs of limited-English-proficient students? (Standard 10, subtopics 4 and 10; *Framework,* p. 45)		X				X		
2. Are there recommendations for meeting the needs of students with different learning styles and abilities? (Standard 6, subtopics 1 through 4)		X				X		
B. Extending the Content								
Are there listings of supportive resources related to the content in this textbook or instructional material? (Standards 4 and 7)		X			X			
C. Evaluating Students' Progress								
Are there techniques for evaluating students' progress that complement and extend the integrated nature of the learning process; e.g., portfolio collections of samples of students' writing, self-assessments, and peer assessments? (*Framework,* p. 45)	X				X			

PUBLISHER	TITLES	COPYRIGHT
Foundations for Learning Press, Inc.	*Grade nine* ***Foundations for Learning: Language 1****	*1987*
	Grade eleven ***Foundations for Learning: Language 3***	*1987*

I. ENGLISH/LANGUAGE ARTS MODEL CURRICULUM STANDARDS' FOCUSES: STUDENT'S EDITION/TEACHER'S EDITION

DEFINITION OF TERMS
Extent Included

Given the number of literary works/lessons in the textbook/instructional material:

Substantially means that this aspect is represented by many examples.

Moderately means that this aspect is represented by occasional examples.

Present means that this aspect is represented by a single example.

Not present means that this aspect is not represented.

	Grade nine ***Foundations for Learning: Language 1***								*Grade eleven* ***Foundations for Learning: Language 3***							
	Extent included								*Extent included*							
	Student's edition				*Teacher's edition/manual*				*Student's edition*				*Teacher's edition/manual*			
	Substantially	*Moderately*	*Present*	*Not present*	*Substantially*	*Moderately*	*Present*	*Not present*	*Substantially*	*Moderately*	*Present*	*Not present*	*Substantially*	*Moderately*	*Present*	*Not present*
A. Comprehending Literature																
1. *Content* (Explanations addressed to the students)																
a. Do the literary works engage students in reflecting on ethical, aesthetic, or cultural values and on social or political issues? (Standards 1 and 2; *Framework*, p. 42)†	X				X				X				X			
b. Are multiple points of view illustrated or expressed regarding these values and issues? (Standard 2)		X				X				X				X		
c. Are these genres represented; e.g., novel, drama, short story, poetry, essay, biography, and speeches? (Standards 4 and 7)	X				X				X				X			
d. Are the following aspects of diversity represented:																
• Points of view of women and minorities? (Standard 4, subtopic 6)	X				X				X				X			

*See the Appendix for the publisher's description of these textbooks.

†The references to "Standards" may be found in the *Model Curriculum Standards: Grades Nine Through Twelve*, and those to the *Framework* may be found in the *English-Language Arts Framework for California Public Schools*, both published by the California State Department of Education (see pages 165 and 166 for ordering information).

PUBLISHER	TITLES	COPYRIGHT
Foundations for Learning Press, Inc.	*Grade nine* ***Foundations for Learning: Language 1***	*1987*
	Grade eleven ***Foundations for Learning: Language 3***	*1987*

I. ENGLISH/LANGUAGE ARTS MODEL CURRICULUM STANDARDS' FOCUSES: STUDENT'S EDITION/TEACHER'S EDITION—Continued

DEFINITION OF TERMS
Extent Included

Given the number of literary works/lessons in the textbook/instructional material:

Substantially means that this aspect is represented by many examples.

Moderately means that this aspect is represented by occasional examples.

Present means that this aspect is represented by a single example.

Not present means that this aspect is not represented.

	Grade nine ***Foundations for Learning: Language 1***								*Grade eleven* ***Foundations for Learning: Language 3***							
	Extent included								*Extent included*							
	Student's edition				*Teacher's edition/manual*				*Student's edition*				*Teacher's edition/manual*			
	Substantially	*Moderately*	*Present*	*Not present*	*Substantially*	*Moderately*	*Present*	*Not present*	*Substantially*	*Moderately*	*Present*	*Not present*	*Substantially*	*Moderately*	*Present*	*Not present*
A. Comprehending Literature—Continued																
• Selections which deal with varied, specific socioeconomic groups in terms of setting, characterization, plot, theme, and point of view? (Standard 4, subtopic 2)		X				X			X				X			
e. Are perspectives of other disciplines represented such as science, history-social science, mathematics, or visual and performing arts? (Standard 8)		X				X				X				X		
f. Are lessons included that:																
• Instruct students in how to use higher-level thinking skills? (Standard 6)	X				X				X				X			
• Encourage students to link information learned in a previous lesson with the next lesson? (Standards 5 and 6)	X				X				X				X			

A. Comprehending Literature—Continued																
g. Are students instructed in how to make the words they encounter during reading a part of their vocabulary? (*Framework*, p. 43)	X				X				X				X			
2. *Process* (Activities that encourage students to interact with the content)																
a. Are there literature-based activities that guide students to a new understanding of themselves and the world around them? (Standard 1, subtopics 1 and 2; *Framework*, p. 42)	X				X				X				X			
b. Are there activities which help students integrate the language arts by connecting:																
• Their prior experiences and prior knowledge to each literary work included in this textbook or material? (Standard 6)	X				X				X				X			
• Ideas in each literary work included in this textbook or material to other works they have read? (Standard 5, subtopics 4 and 5) (Higher-Level Comprehension)	X				X				X				X			
c. Are there activities that focus students on developing higher levels of comprehension? (Standard 6)	X				X				X				X			
B. Integrating Instruction in the Language Arts																
1. *Content* (Explanations addressed to the students)																
a. Does writing as a process include explanations of:																
• Prewriting?	X				X				X				X			
• Drafting?	X				X				X				X			
• Revising?	X				X				X				X			
• Editing?	X				X				X				X			
• Postwriting? (Standard 11)	X				X					X				X		
• Evaluation? (Standard 10, subtopic 8; *Framework*, p. 43)	X				X				X				X			
b. Are there literary models for writing? (Standard 12, subtopic 2)	X				X				X				X			
c. Are grammar, mechanics, and usage taught in the context of writing? (Standard 14, subtopic 3)	X				X				X				X			

Publisher	Titles	Copyright
Foundations for Learning Press, Inc.	*Grade nine* ***Foundations for Learning: Language 1***	*1987*
	Grade eleven ***Foundations for Learning: Language 3***	*1987*

I. English/Language Arts Model Curriculum Standards' Focuses: Student's Edition/Teacher's Edition—Continued

Definition of Terms
Extent Included

Given the number of literary works/lessons in the textbook/instructional material:

Substantially means that this aspect is represented by many examples.

Moderately means that this aspect is represented by occasional examples.

Present means that this aspect is represented by a single example.

Not present means that this aspect is not represented.

	Grade nine ***Foundations for Learning: Language 1***								*Grade eleven* ***Foundations for Learning: Language 3***							
	Extent included								*Extent included*							
	Student's edition				*Teacher's edition/manual*				*Student's edition*				*Teacher's edition/manual*			
	Substantially	*Moderately*	*Present*	*Not present*	*Substantially*	*Moderately*	*Present*	*Not present*	*Substantially*	*Moderately*	*Present*	*Not present*	*Substantially*	*Moderately*	*Present*	*Not present*
B. Integrating Instruction in the Language Arts—Continued																
d. Are there writing lessons that provide instruction in real-world writing, such as journals, memoirs, expository writing, argumentation, investigative reports, papers using books and other sources about topics of interest to students, and stories and poems? (Standard 10, subtopics 1, 3, 5, and 6; Standard 12, subtopic 3)	X				X				X				X			
e. Are there lessons on speaking and listening that provide instruction on preparing, delivering, and evaluating forms of oral language experiences for different purposes and audiences? (Standard 15)	X				X					X				X		
2. *Process* (Activities that encourage students to interact with the content)																
a. Are there activities that help students to learn about the following aspects of the writing process:																
• Are students helped to generate ideas about which to write? (Standard 11, subtopic 2)	X				X				X				X			

B. Integrating Instruction in the Language Arts—Continued																
• Are students provided guidance for "reseeing" and "rethinking" what they have written? (Standard 11, stage 3 "Revising")	X				X				X				X			
• Are students helped to separate drafting and revision from editing and proofreading? (Standard 11, stages 3 and 4)	X				X				X				X			
• Are students provided guidance to help them use resources or references selectively to meet their editing needs? (Standard 10, subtopic 9; Standard 11, stage 4 "Editing")	X				X				X				X			
• Are students guided through the writing of complete pieces of discourse as they respond to assignments? (Standard 10, subtopic 3)	X				X				X				X			
b. Are there activities which help students to integrate the language arts by connecting their experiences with some writing assignments? (Standard 1, subtopics 1 and 2)	X				X				X				X			
c. Are there activities that help students to tailor writing and speaking to meet the needs of different audiences, including teachers and peers? (Standard 11, subtopic 2; Standard 16, subtopic 7)	X				X					X				X		
d. Are there activities that help students to examine and use different voices and styles in writing and speaking? (Standard 13; Standard 16, subtopic 7)	X				X				X				X			
e. Are students asked to read and listen to the kinds of writing and speaking they are assigned? (Standard 1, subtopic 4, under both aesthetic and cultural values)	X				X				X				X			
f. Are ideas provided for students to publish or perform their work or respond to other students' works? (Standard 11, stage 5 "Postwriting"; Standard 16, subtopic 7)	X				X				X				X			
g. Are there activities that help students assess the quality of:																
• Their own writing using criteria established for each assignment? (Standard 10, subtopic 8)	X				X				X				X			
• Their own speeches? (Standard 17, subtopic 1)			X				X					X				X
h. Are there activities that help students to integrate the language arts in order to:																
• Explain the significance of a personal experience? (Standard 6)	X				X				X				X			

Publisher	Titles	Copyright
Foundations for Learning Press, Inc.	*Grade nine* ***Foundations for Learning: Language 1***	*1987*
	Grade eleven ***Foundations for Learning: Language 3***	*1987*

I. English/Language Arts Model Curriculum Standards' Focuses: Student's Edition/Teacher's Edition—Continued

Definition of Terms
Extent Included

Given the number of literary works/lessons in the textbook/instructional material:

Substantially means that this aspect is represented by many examples.

Moderately means that this aspect is represented by occasional examples.

Present means that this aspect is represented by a single example.

Not present means that this aspect is not represented.

	Grade nine ***Foundations for Learning: Language 1***								*Grade eleven* ***Foundations for Learning: Language 3***							
	Extent included								*Extent included*							
	Student's edition				*Teacher's edition/manual*				*Student's edition*				*Teacher's edition/manual*			
	Substantially	*Moderately*	*Present*	*Not present*	*Substantially*	*Moderately*	*Present*	*Not present*	*Substantially*	*Moderately*	*Present*	*Not present*	*Substantially*	*Moderately*	*Present*	*Not present*
B. Integrating Instruction in Language Arts—Continued																
• Set forth an opinion and defend it? (Standard 18)	X				X				X				X			
• Explain a concept? (Standard 11, stage 2 "Drafting/Writing," subtopic 1b)	X				X				X				X			
• Interpret a literary work and defend their interpretations? (Standard 9, subtopic 6)	X				X				X				X			
• Create stories and poems? (Standard 12, subtopic 2; Standard 13, subtopic 3)	X				X					X				X		
C. Language Study																
1. *Content* (Explanations addressed to the students)																
Are lessons included on:																
• Vocabulary study from context clues? (Standard 21)	X				X				X				X			

C. Language Study—Continued																
• The history of the English language and its dialects? (Standard 14, subtopic 5)	X				X					X				X		
• Etymology, the roots and histories of words? (Standard 22)	X				X					X				X		
2. *Process* (Activities that encourage students to interact with the content) Are there activities which encourage students to participate in word study connected to their listening, speaking, reading, or writing? (*Framework*, p. 43)	X				X				X				X			
D. Learning to Learn Strategies																
1. *Content* (Explanations addressed to the students) Are lessons included that:																
• Instruct students on how to participate in small-group discussions; e.g., speaking to a purpose, listening actively, eliciting responses, and giving constructive suggestions? (Standard 17, subtopic 3)	X				X				X				X			
2. *Process* (Activities that encourage students to interact with the content) Are there activities that call for students to work in:																
• Large groups?	X				X				X				X			
• Small groups?	X				X				X				X			
• Pairs? (Standard 11, stage 3 "Revising"; Standard 17, subtopic 3)	X				X				X				X			

PUBLISHER	TITLES	COPYRIGHT
Foundations for Learning Press, Inc.	*Grade nine* ***Foundations for Learning: Language 1***	***1987***
	Grade eleven ***Foundations for Learning: Language 3***	***1987***

II. ENGLISH/LANGUAGE ARTS MODEL CURRICULUM STANDARDS' FOCUSES: TEACHER'S EDITION

(Additional Process [Implementation] Strategies)

DEFINITION OF TERMS

Extent Included

Substantially means that given the number of teaching strategies in the teacher's edition/manual, this aspect is represented in many strategies which are embedded throughout the teacher's edition/manual.

Moderately means that given the number of teaching strategies in the teacher's edition/manual, this aspect is represented by an occasional strategy.

Present means that this aspect is represented by a single strategy.

Not present means that this aspect is not represented.

	Teacher's Edition Implementation Strategies							
	Extent included							
	Grade 9				*Grade 11*			
	Substantially	*Moderately*	*Present*	*Not present*	*Substantially*	*Moderately*	*Present*	*Not present*
A. Providing Integrated Instruction in the Language Arts for Students with Special Needs								
1. Are there recommendations for meeting the needs of limited-English-proficient students? (Standard 10, subtopics 4 and 10; *Framework*, p. 45)			X				X	
2. Are there recommendations for meeting the needs of students with different learning styles and abilities? (Standard 6, subtopics 1 through 4)		X				X		
B. Extending the Content Are there listings of supportive resources related to the content in this textbook or instructional material? (Standards 4 and 7)	X				X			
C. Evaluating Students' Progress Are there techniques for evaluating students' progress that complement and extend the integrated nature of the learning process; e.g., portfolio collections of samples of students' writing, self-assessments, and peer assessments? (*Framework*, p. 45)	X					X		

PUBLISHER	TITLES	COPYRIGHT
Glencoe Publishing Company	*Grade nine* **Glencoe English, Grade Nine*** *Grade eleven* **Glencoe English, Grade Eleven** *Grade eleven* **Literature-Based Composition**	1995 1995 1991

I. ENGLISH/LANGUAGE ARTS MODEL CURRICULUM STANDARDS' FOCUSES: STUDENT'S EDITION/TEACHER'S EDITION

DEFINITION OF TERMS

Extent Included

Given the number of literary works/lessons in the textbook/instructional material:

Substantially means that this aspect is represented by many examples.

Moderately means that this aspect is represented by occasional examples.

Present means that this aspect is represented by a single example.

Not present means that this aspect is not represented.

	Grade nine **Glencoe English, Grade Nine**								*Grade eleven* **Glencoe English, Grade Eleven**								*Grade eleven* **Literature-Based Composition**							
	Extent included								*Extent included*								*Extent included*							
	Student's edition				*Teacher's edition/manual*				*Student's edition*				*Teacher's edition/manual*				*Student's edition*				*Teacher's edition/manual*			
	Substantially	*Moderately*	*Present*	*Not present*	*Substantially*	*Moderately*	*Present*	*Not present*	*Substantially*	*Moderately*	*Present*	*Not present*	*Substantially*	*Moderately*	*Present*	*Not present*	*Substantially*	*Moderately*	*Present*	*Not present*	*Substantially*	*Moderately*	*Present*	*Not present*
A. Comprehending Literature																								
1. *Content* (Explanations addressed to the students)																								
a. Do the literary works engage students in reflecting on ethical, aesthetic, or cultural values and on social or political issues? (Standards 1 and 2; *Framework*, p. 42)†		X				X			X				X				X				X			
b. Are multiple points of view illustrated or expressed regarding these values and issues? (Standard 2)		X				X			X				X					X				X		

*See the Appendix for the publisher's description of these textbooks.

†The references to "Standards" may be found in the *Model Curriculum Standards: Grades Nine Through Twelve*, and those to the *Framework* may be found in the *English–Language Arts Framework for California Public Schools*, both published by the California State Department of Education (see pages 165 and 166 for ordering information).

PUBLISHER	TITLES	COPYRIGHT
Glencoe Publishing Company	*Grade nine* ***Glencoe English, Grade Nine***	***1985***
	Grade eleven ***Glencoe English, Grade Eleven***	***1985***
	Grade eleven ***Literature-Based Composition***	***1988***

I. ENGLISH/LANGUAGE ARTS MODEL CURRICULUM STANDARDS' FOCUSES: STUDENT'S EDITION/TEACHER'S EDITION—Continued

DEFINITION OF TERMS
Extent Included

Given the number of literary works/lessons in the textbook/instructional material:

Substantially means that this aspect is represented by many examples.

Moderately means that this aspect is represented by occasional examples.

Present means that this aspect is represented by a single example.

Not present means that this aspect is not represented.

	Grade nine ***Glencoe English, Grade Nine***								*Grade eleven* ***Glencoe English, Grade Eleven***								*Grade eleven* ***Literature-Based Composition***							
	Extent included								*Extent included*								*Extent included*							
	Student's edition				*Teacher's edition/manual*				*Student's edition*				*Teacher's edition/manual*				*Student's edition*				*Teacher's edition/manual*			
	Substantially	*Moderately*	*Present*	*Not present*	*Substantially*	*Moderately*	*Present*	*Not present*	*Substantially*	*Moderately*	*Present*	*Not present*	*Substantially*	*Moderately*	*Present*	*Not present*	*Substantially*	*Moderately*	*Present*	*Not present*	*Substantially*	*Moderately*	*Present*	*Not present*
A. Comprehending Literature—Continued																								
c. Are these genres represented; e.g., novel, drama, short story, poetry, essay, biography, and speeches? (Standards 4 and 7)		X				X			X				X					X				X		
d. Are the following aspects of diversity represented:																								
• Points of view of women and minorities? (Standard 4, subtopic 6)		X				X			X				X				X				X			
• Selections which deal with varied, specific socioeconomic groups in terms of setting, characterization, plot, theme, and point of view? (Standard 4, subtopic 2)		X				X				X				X				X				X		

A. Comprehending Literature—Continued																								
e. Are perspectives of other disciplines represented such as science, history–social science, mathematics, or visual and performing arts? (Standard 8)			X				X		X				X				X				X			
f. Are lessons included that:																								
• Instruct students in how to use higher-level thinking skills? (Standard 6)	X				X				X				X				X				X			
• Encourage students to link information learned in a previous lesson with the next lesson? (Standards 5 and 6)	X				X				X				X				X				X			
g. Are students instructed in how to make the words they encounter during reading a part of their vocabulary? (*Framework*, p. 43)			X				X			X				X			X					X		
2. *Process* (Activities that encourage students to interact with the content)																								
a. Are there literature-based activities that guide students to a new understanding of themselves and the world around them? (Standard 1, subtopics 1 and 2) (*Framework*, p. 42)		X				X			X				X				X					X		
b. Are there activities which help students integrate the language arts by connecting:																								
• Their prior experiences and prior knowledge to each literary work included in this textbook or material? (Standard 6)		X				X			X				X				X					X		
• Ideas in each literary work included in this textbook or material to other works they have read? (Standard 5, subtopics 4 and 5) (Higher-Level Comprehension)		X				X				X				X						X		X		

Publisher	Titles	Copyright
Glencoe Publishing Company	*Grade nine* ***Glencoe English, Grade Nine***	*1985*
	Grade eleven ***Glencoe English, Grade Eleven***	*1985*
	Grade eleven ***Literature-Based Composition***	*1988*

I. English/Language Arts Model Curriculum Standards' Focuses: Student's Edition/Teacher's Edition—Continued

Definition of Terms
Extent Included

Given the number of literary works/lessons in the textbook/instructional material:

Substantially means that this aspect is represented by many examples.

Moderately means that this aspect is represented by occasional examples.

Present means that this aspect is represented by a single example.

Not present means that this aspect is not represented.

	Grade nine ***Glencoe English, Grade Nine***								*Grade eleven* ***Glencoe English, Grade Eleven***								*Grade eleven* ***Literature-Based Composition***							
	Extent included								*Extent included*								*Extent included*							
	Student's edition				*Teacher's edition/manual*				*Student's edition*				*Teacher's edition/manual*				*Student's edition*				*Teacher's edition/manual*			
	Substantially	*Moderately*	*Present*	*Not present*	*Substantially*	*Moderately*	*Present*	*Not present*	*Substantially*	*Moderately*	*Present*	*Not present*	*Substantially*	*Moderately*	*Present*	*Not present*	*Substantially*	*Moderately*	*Present*	*Not present*	*Substantially*	*Moderately*	*Present*	*Not present*
A. Comprehending Literature—Continued																								
c. Are there activities that focus students on developing higher levels of comprehension? (Standard 6)	X				X				X				X				X				X			
B. Integrating Instruction in the Language Arts																								
1. *Content* (Explanations addressed to the students)																								
a. Does writing as a process include explanations of:																								
• Prewriting?	X				X				X				X				X				X			

B. Integrating Instruction in the Language Arts—Continued																								
• Drafting?	X				X				X				X				X				X			
• Revising?	X				X				X				X				X				X			
• Editing?	X				X				X				X				X				X			
• Postwriting? (Standard 11)		X				X			X				X				X				X			
• Evaluation? (Standard 10, subtopic 8) (*Framework*, p. 43)				X				X				X				X				X	X			
b. Are there literary models for writing? (Standard 12, subtopic 2)		X				X			X				X				X				X			
c. Are grammar, mechanics, and usage taught in the context of writing? (Standard 14, subtopic 3)	X				X				X				X						X		X			
d. Are there writing lessons that provide instruction in real-world writing, such as journals, memoirs, expository writing, argumentation, investigative reports, papers using books and other sources about topics of interest to students, and stories and poems? (Standard 10, subtopics 1, 3, 5, and 6; Standard 12, subtopic 3)	X				X				X				X				X				X			
e. Are there lessons on speaking and listening that provide instruction on preparing, delivering, and evaluating forms of oral language experiences for different purposes and audiences? (Standard 15)	X				X				X				X							X				X
2. *Process* (Activities that encourage students to interact with the content)																								
a. Are there activities that help students to learn about the following aspects of the writing process:																								
• Are students helped to generate ideas about which to write? (Standard 11, subtopic 2)	X				X				X				X				X				X			

PUBLISHER	TITLES	COPYRIGHT
Glencoe Publishing Company	*Grade nine* ***Glencoe English, Grade Nine***	***1985***
	Grade eleven ***Glencoe English, Grade Eleven***	***1985***
	Grade eleven ***Literature-Based Composition***	***1988***

I. ENGLISH/LANGUAGE ARTS MODEL CURRICULUM STANDARDS' FOCUSES: STUDENT'S EDITION/TEACHER'S EDITION—Continued

DEFINITION OF TERMS
Extent Included

Given the number of literary works/lessons in the textbook/instructional material:

Substantially means that this aspect is represented by many examples.

Moderately means that this aspect is represented by occasional examples.

Present means that this aspect is represented by a single example.

Not present means that this aspect is not represented.

	Grade nine ***Glencoe English, Grade Nine***								*Grade eleven* ***Glencoe English, Grade Eleven***								*Grade eleven* ***Literature-Based Composition***							
	Extent included								*Extent included*								*Extent included*							
	Student's edition				*Teacher's edition/manual*				*Student's edition*				*Teacher's edition/manual*				*Student's edition*				*Teacher's edition/manual*			
	Substantially	*Moderately*	*Present*	*Not present*	*Substantially*	*Moderately*	*Present*	*Not present*	*Substantially*	*Moderately*	*Present*	*Not present*	*Substantially*	*Moderately*	*Present*	*Not present*	*Substantially*	*Moderately*	*Present*	*Not present*	*Substantially*	*Moderately*	*Present*	*Not present*
B. Integrating Instruction in the Language Arts—Continued																								
• Are students provided guidance for "reseeing" and "rethinking" what they have written? (Standard 11, stage 3 "Revising")	X				X				X				X				X				X			
• Are students helped to separate drafting and revision from editing and proofreading? (Standard 11, stages 3 and 4)	X				X				X				X				X				X			

B. Integrating Instruction in the Language Arts—Continued																								
• Are students provided guidance to help them use resources or references selectively to meet their editing needs? (Standard 10, subtopic 9; Standard 11, stage 4 "Editing")	X				X				X				X				X				X			
• Are students guided through the writing of complete pieces of discourse as they respond to assignments? (Standard 10, subtopic 3)	X				X				X				X				X				X			
b. Are there activities which help students to integrate the language arts by connecting their experiences with some writing assignments? (Standard 1, subtopics 1 and 2)		X				X			X				X				X				X			
c. Are there activities that help students to tailor writing and speaking to meet the needs of different audiences, including teachers and peers? (Standard 11, subtopic 2; Standard 16, subtopic 7)	X				X				X				X						X				X	
d. Are there activities that help students to examine and use different voices and styles in writing and speaking? (Standard 13; Standard 16, subtopic 7)	X				X				X				X				X				X			
e. Are students asked to read and listen to the kinds of writing and speaking they are assigned? (Standard 1, subtopic 4, under both aesthetic and cultural values)	X				X				X				X				X				X			
f. Are ideas provided for students to publish or perform their work or respond to other students' works? (Standard 11, stage 5 "Postwriting"; Standard 16, subtopic 7)	X				X				X				X							X		X		

PUBLISHER	TITLES	COPYRIGHT
Glencoe Publishing Company	*Grade nine* ***Glencoe English, Grade Nine***	*1985*
	Grade eleven ***Glencoe English, Grade Eleven***	*1985*
	Grade eleven ***Literature-Based Composition***	*1988*

I. ENGLISH/LANGUAGE ARTS MODEL CURRICULUM STANDARDS' FOCUSES: STUDENT'S EDITION/TEACHER'S EDITION—Continued

DEFINITION OF TERMS
Extent Included

Given the number of literary works/lessons in the textbook/instructional material:

Substantially means that this aspect is represented by many examples.

Moderately means that this aspect is represented by occasional examples.

Present means that this aspect is represented by a single example.

Not present means that this aspect is not represented.

	Grade nine ***Glencoe English, Grade Nine***								*Grade eleven* ***Glencoe English, Grade Eleven***								*Grade eleven* ***Literature-Based Composition***							
	Extent included								*Extent included*								*Extent included*							
	Student's edition				*Teacher's edition/manual*				*Student's edition*				*Teacher's edition/manual*				*Student's edition*				*Teacher's edition/manual*			
	Substantially	*Moderately*	*Present*	*Not present*	*Substantially*	*Moderately*	*Present*	*Not present*	*Substantially*	*Moderately*	*Present*	*Not present*	*Substantially*	*Moderately*	*Present*	*Not present*	*Substantially*	*Moderately*	*Present*	*Not present*	*Substantially*	*Moderately*	*Present*	*Not present*
B. Integrating Instruction in the Language Arts—Continued																								
g. Are there activities that help students assess the quality of:																								
• Their own writing using criteria established for each assignment? (Standard 10, subtopic 8)	X				X				X				X				X				X			
• Their own speeches? (Standard 17, subtopic 1)	X				X				X				X							X				X

B. Integrating Instruction in the Language Arts—Continued																								
h. Are there activities that help students to integrate the language arts in order to:																								
• Explain the significance of a personal experience? (Standard 6)		X				X			X				X				X				X			
• Set forth an opinion and defend it? (Standard 18)		X				X			X				X				X				X			
• Explain a concept? (Standard 11, stage 2 "Drafting/Writing," subtopic 1b)		X				X				X			X					X				X		
• Interpret a literary work and defend their interpretations? (Standard 9, subtopic 6)		X				X			X				X							X				X
• Create stories and poems? (Standard 12, subtopic 2; Standard 13, subtopic 3)		X				X				X				X				X				X		
C. Language Study																								
1. *Content* (Explanations addressed to the students)																								
Are lessons included on:																								
• Vocabulary study from context clues? (Standard 21)			X				X			X				X			X				X			
• The history of the English language and its dialects? (Standard 14, subtopic 5)				X				X			X				X					X				X
• Etymology, the roots and histories of words? (Standard 22)			X				X			X				X						X				X
2. *Process* (Activities that encourage students to interact with the content)																								
Are there activities which encourage students to participate in word study connected to their listening, speaking, reading, or writing? (*Framework*, p. 43)		X				X			X				X				X				X			

PUBLISHER	TITLES	COPYRIGHT
Glencoe Publishing Company	*Grade nine* ***Glencoe English, Grade Nine***	*1985*
	Grade eleven ***Glencoe English, Grade Eleven***	*1985*
	Grade eleven ***Literature-Based Composition***	*1988*

I. ENGLISH/LANGUAGE ARTS MODEL CURRICULUM STANDARDS' FOCUSES: STUDENT'S EDITION/TEACHER'S EDITION—Continued

DEFINITION OF TERMS
Extent Included

Given the number of literary works/lessons in the textbook/instructional material:

Substantially means that this aspect is represented by many examples.

Moderately means that this aspect is represented by occasional examples.

Present means that this aspect is represented by a single example.

Not present means that this aspect is not represented.

	Grade nine ***Glencoe English, Grade Nine***								*Grade eleven* ***Glencoe English, Grade Eleven***								*Grade eleven* ***Literature-Based Composition***							
	Extent included								*Extent included*								*Extent included*							
	Student's edition				*Teacher's edition/manual*				*Student's edition*				*Teacher's edition/manual*				*Student's edition*				*Teacher's edition/manual*			
	Substantially	*Moderately*	*Present*	*Not present*	*Substantially*	*Moderately*	*Present*	*Not present*	*Substantially*	*Moderately*	*Present*	*Not present*	*Substantially*	*Moderately*	*Present*	*Not present*	*Substantially*	*Moderately*	*Present*	*Not present*	*Substantially*	*Moderately*	*Present*	*Not present*
D. Learning to Learn Strategies																								
1. *Content* (Explanations addressed to the students)																								
Are lessons included that:																								
• Instruct students on how to participate in small-group discussions; e.g. speaking to a purpose, listening actively, eliciting responses, and giving constructive suggestions? (Standard 17, subtopic 3)	X					X			X				X							X	X			

D. Learning to Learn Strategies—Continued																								
2. *Process* (Activities that encourage students to interact with the content) Are there activities that call for students to work in:																								
• Large groups?	X				X				X				X				X				X			
• Small groups?	X				X				X				X							X	X			
• Pairs? (Standard 11, stage 3 "Revising"; Standard 17, subtopic 3)	X				X				X				X							X	X			

PUBLISHER	TITLES	COPYRIGHT
Glencoe Publishing Company	*Grade nine* ***Glencoe English, Grade Nine***	***1985***
	Grade eleven ***Glencoe English, Grade Eleven***	***1985***
	Grade eleven ***Literature-Based Composition***	***1988***

II. ENGLISH/LANGUAGE ARTS MODEL CURRICULUM STANDARDS' FOCUSES: TEACHER'S EDITION

(Additional Process [Implementation] Strategies)

DEFINITION OF TERMS

Extent Included

Substantially means that given the number of teaching strategies in the teacher's edition/manual, this aspect is represented in many strategies which are embedded throughout the teacher's edition/manual.

Moderately means that given the number of teaching strategies in the teacher's edition/manual, this aspect is represented by an occasional strategy.

Present means that this aspect is represented by a single strategy.

Not present means that this aspect is not represented.

	Teacher's Edition ***Implementation Strategies*** *Extent included*											
	Grade 9				*Grade 11*				*Grade 11*			
	Substantially	*Moderately*	*Present*	*Not present*	*Substantially*	*Moderately*	*Present*	*Not present*	*Substantially*	*Moderately*	*Present*	*Not present*
A. Providing Integrated Instruction in the Language Arts for Students with Special Needs												
1. Are there recommendations for meeting the needs of limited-English-proficient students? (Standard 10, subtopics 4 and 10; *Framework,* p. 45)				X				X			X	
2. Are there recommendations for meeting the needs of students with different learning styles and abilities? (Standard 6, subtopics 1 through 4)		X				X					X	
B. Extending the Content												
Are there listings of supportive resources related to the content in this textbook or instructional material? (Standards 4 and 7)				X				X	X			
C. Evaluating Students' Progress												
Are there techniques for evaluating students' progress that complement and extend the integrated nature of the learning process; e.g., portfolio collections of samples of students' writing, self-assessments, and peer assessments? (*Framework,* p. 45)				X				X	X			

PUBLISHER	TITLES	COPYRIGHT
Harcourt Brace Jovanovich, Inc.	*Grade nine* *Adventures in Reading, Heritage Edition, Revised**	*1985*
	Grade eleven *Adventures in American Literature, Heritage Edition, Revised*	*1985*

I. ENGLISH/LANGUAGE ARTS MODEL CURRICULUM STANDARDS' FOCUSES: STUDENT'S EDITION/TEACHER'S EDITION

DEFINITION OF TERMS
Extent Included

Given the number of literary works/lessons in the textbook/instructional material:

Substantially means that this aspect is represented by many examples.

Moderately means that this aspect is represented by occasional examples.

Present means that this aspect is represented by a single example.

Not present means that this aspect is not represented.

	Grade nine ***Adventures in Reading, Heritage Edition***								*Grade eleven* ***Adventures in American Literature, Heritage Edition***							
	Extent included								*Extent included*							
	Student's edition				*Teacher's edition/manual*				*Student's edition*				*Teacher's edition/manual*			
	Substantially	*Moderately*	*Present*	*Not present*	*Substantially*	*Moderately*	*Present*	*Not present*	*Substantially*	*Moderately*	*Present*	*Not present*	*Substantially*	*Moderately*	*Present*	*Not present*
A. Comprehending Literature																
1. *Content* (Explanations addressed to the students)																
a. Do the literary works engage students in reflecting on ethical, aesthetic, or cultural values and on social or political issues? (Standards 1 and 2; *Framework*, p. 42)†	X				X				X				X			
b. Are multiple points of view illustrated or expressed regarding these values and issues? (Standard 2)	X				X				X				X			
c. Are these genres represented; e.g., novel, drama, short story, poetry, essay, biography, and speeches? (Standards 4 and 7)	X				X				X				X			
d. Are the following aspects of diversity represented:																
• Points of view of women and minorities? (Standard 4, subtopic 6)	X				X				X				X			

*See the Appendix for the publisher's description of these textbooks.

†The references to "Standards" may be found in the *Model Curriculum Standards: Grades Nine Through Twelve*, and those to the *Framework* may be found in the *English–Language Arts Framework for California Public Schools*, both published by the California State Department of Education (see pages 165 and 166 for ordering information).

PUBLISHER	TITLES	COPYRIGHT
Harcourt Brace Jovanovich, Inc.	*Grade nine* ***Adventures in Reading, Heritage Edition, Revised***	***1985***
	Grade eleven ***Adventures in American Literature, Heritage Edition, Revised***	***1985***

I. ENGLISH/LANGUAGE ARTS MODEL CURRICULUM STANDARDS' FOCUSES: STUDENT'S EDITION/TEACHER'S EDITION—Continued

DEFINITION OF TERMS
Extent Included

Given the number of literary works/lessons in the textbook/instructional material:

Substantially means that this aspect is represented by many examples.

Moderately means that this aspect is represented by occasional examples.

Present means that this aspect is represented by a single example.

Not present means that this aspect is not represented.

	Grade nine ***Adventures in Reading, Heritage Edition***								*Grade eleven* ***Adventures in American Literature, Heritage Edition***							
	Extent included								*Extent included*							
	Student's edition				*Teacher's edition/manual*				*Student's edition*				*Teacher's edition/manual*			
	Substantially	*Moderately*	*Present*	*Not present*	*Substantially*	*Moderately*	*Present*	*Not present*	*Substantially*	*Moderately*	*Present*	*Not present*	*Substantially*	*Moderately*	*Present*	*Not present*
A. Comprehending Literature—Continued																
• Selections which deal with varied, specific socioeconomic groups in terms of setting, characterization, plot, theme, and point of view? (Standard 4, subtopic 2)	X				X				X				X			
e. Are perspectives of other disciplines represented such as science, history-social science, mathematics, or visual and performing arts? (Standard 8)	X				X				X				X			
f. Are lessons included that:																
• Instruct students in how to use higher-level thinking skills? (Standard 6)	X				X				X				X			
• Encourage students to link information learned in a previous lesson with the next lesson? (Standards 5 and 6)	X				X				X				X			

A. Comprehending Literature—Continued																
g. Are students instructed in how to make the words they encounter during reading a part of their vocabulary? (*Framework*, p. 43)	X				X				X				X			
2. *Process* (Activities that encourage students to interact with the content)																
a. Are there literature-based activities that guide students to a new understanding of themselves and the world around them? (Standard 1, subtopics 1 and 2; *Framework*, p. 42)	X				X				X				X			
b. Are there activities which help students integrate the language arts by connecting:																
• Their prior experiences and prior knowledge to each literary work included in this textbook or material? (Standard 6)	X				X					X				X		
• Ideas in each literary work included in this textbook or material to other works they have read? (Standard 5, subtopics 4 and 5) (Higher-Level Comprehension)	X				X					X			X			
c. Are there activities that focus students on developing higher levels of comprehension? (Standard 6)	X				X				X				X			
B. Integrating Instruction in the Language Arts																
1. *Content* (Explanations addressed to the students)																
a. Does writing as a process include explanations of:																
• Prewriting?	X				X				X						X	
• Drafting?	X				X						X					X
• Revising?	X				X						X					X
• Editing?			X				X					X				X
• Postwriting? (Standard 11)				X		X						X				X
• Evaluation? (Standard 10, subtopic 8; *Framework*, p. 43)				X			X					X			X	
b. Are there literary models for writing? (Standard 12, subtopic 2)	X				X				X							X
c. Are grammar, mechanics, and usage taught in the context of writing? (Standard 14, subtopic 3)	X				X							X				X

PUBLISHER	TITLES	COPYRIGHT
Harcourt Brace Jovanovich, Inc.	*Grade nine* ***Adventures in Reading, Heritage Edition, Revised***	***1985***
	Grade eleven ***Adventures in American Literature, Heritage Edition, Revised***	***1985***

I. ENGLISH/LANGUAGE ARTS MODEL CURRICULUM STANDARDS' FOCUSES: STUDENT'S EDITION/TEACHER'S EDITION—Continued

DEFINITION OF TERMS
Extent Included

Given the number of literary works/lessons in the textbook/instructional material:

Substantially means that this aspect is represented by many examples.

Moderately means that this aspect is represented by occasional examples.

Present means that this aspect is represented by a single example.

Not present means that this aspect is not represented.

	Grade nine ***Adventures in Reading, Heritage Edition***								*Grade eleven* ***Adventures in American Literature, Heritage Edition***							
	Extent included								*Extent included*							
	Student's edition				*Teacher's edition/manual*				*Student's edition*				*Teacher's edition/manual*			
	Substantially	*Moderately*	*Present*	*Not present*	*Substantially*	*Moderately*	*Present*	*Not present*	*Substantially*	*Moderately*	*Present*	*Not present*	*Substantially*	*Moderately*	*Present*	*Not present*
B. Integrating Instruction in the Language Arts—Continued																
d. Are there writing lessons that provide instruction in real-world writing, such as journals, memoirs, expository writing, argumentation, investigative reports, papers using books and other sources about topics of interest to students, and stories and poems? (Standard 10, subtopics 1, 3, 5, and 6; Standard 12, subtopic 3)	X				X				X				X			
e. Are there lessons on speaking and listening that provide instruction on preparing, delivering, and evaluating forms of oral language experiences for different purposes and audiences? (Standard 15)			X				X			X				X		
2. *Process* (Activities that encourage students to interact with the content)																
a. Are there activities that help students to learn about the following aspects of the writing process:																
• Are students helped to generate ideas about which to write? (Standard 11, subtopic 2)	X				X					X				X		

B. Integrating Instruction in the Language Arts—Continued																
• Are students provided guidance for "reseeing" and "rethinking" what they have written? (Standard 11, stage 3 "Revising")		X			X						X					X
• Are students helped to separate drafting and revision from editing and proofreading? (Standard 11, stages 3 and 4)				X	X							X				X
• Are students provided guidance to help them use resources or references selectively to meet their editing needs? (Standard 10, subtopic 9; Standard 11, stage 4 "Editing")				X	X						X					X
• Are students guided through the writing of complete pieces of discourse as they respond to assignments? (Standard 10, subtopic 3)	X				X						X				X	
b. Are there activities which help students to integrate the language arts by connecting their experiences with some writing assignments? (Standard 1, subtopics 1 and 2)	X				X					X						X
c. Are there activities that help students to tailor writing and speaking to meet the needs of different audiences, including teachers and peers? (Standard 11, subtopic 2; Standard 16, subtopic 7)	X				X							X				X
d. Are there activities that help students to examine and use different voices and styles in writing and speaking? (Standard 13; Standard 16, subtopic 7)	X				X					X				X		
e. Are students asked to read and listen to the kinds of writing and speaking they are assigned? (Standard 1, subtopic 4, under both aesthetic and cultural values)	X				X					X				X		
f. Are ideas provided for students to publish or perform their work or respond to other students' works? (Standard 11, stage 5 "Postwriting"; Standard 16, subtopic 7)				X	X							X				X
g. Are there activities that help students assess the quality of:																
• Their own writing using criteria established for each assignment? (Standard 10, subtopic 8)		X			X							X				X
• Their own speeches? (Standard 17, subtopic 1)				X		X						X				X
h. Are there activities that help students to integrate the language arts in order to:																
• Explain the significance of a personal experience? (Standard 6)	X				X					X				X		

PUBLISHER	TITLES	COPYRIGHT
Harcourt Brace Jovanovich, Inc.	*Grade nine* ***Adventures in Reading, Heritage Edition, Revised***	*1985*
	Grade eleven ***Adventures in American Literature, Heritage Edition, Revised***	*1985*

I. ENGLISH/LANGUAGE ARTS MODEL CURRICULUM STANDARDS' FOCUSES: STUDENT'S EDITION/TEACHER'S EDITION—Continued

DEFINITION OF TERMS
Extent Included

Given the number of literary works/lessons in the textbook/instructional material:

Substantially means that this aspect is represented by many examples.

Moderately means that this aspect is represented by occasional examples.

Present means that this aspect is represented by a single example.

Not present means that this aspect is not represented.

	Grade nine ***Adventures in Reading, Heritage Edition***								*Grade eleven* ***Adventures in American Literature, Heritage Edition***							
	Extent included								*Extent included*							
	Student's edition				*Teacher's edition/manual*				*Student's edition*				*Teacher's edition/manual*			
	Substantially	*Moderately*	*Present*	*Not present*	*Substantially*	*Moderately*	*Present*	*Not present*	*Substantially*	*Moderately*	*Present*	*Not present*	*Substantially*	*Moderately*	*Present*	*Not present*
B. Integrating Instruction in Language Arts—Continued																
• Set forth an opinion and defend it? (Standard 18)	X				X				X				X			
• Explain a concept? (Standard 11, stage 2 "Drafting/Writing," subtopic 1b)	X				X				X				X			
• Interpret a literary work and defend their interpretations? (Standard 9, subtopic 6)	X				X				X				X			
• Create stories and poems? (Standard 12, subtopic 2; Standard 13, subtopic 3)	X				X					X				X		
C. Language Study																
1. *Content* (Explanations addressed to the students)																
Are lessons included on:																
• Vocabulary study from context clues? (Standard 21)	X				X				X				X			

C. Language Study—Continued																
• The history of the English language and its dialects? (Standard 14, subtopic 5)	X				X					X				X		
• Etymology, the roots and histories of words? (Standard 22)	X				X				X				X			
2. *Process* (Activities that encourage students to interact with the content) Are there activities which encourage students to participate in word study connected to their listening, speaking, reading, or writing? (*Framework*, p. 43)	X				X				X				X			
D. Learning to Learn Strategies																
1. *Content* (Explanations addressed to the students) Are lessons included that:																
• Instruct students on how to participate in small-group discussions; e.g., speaking to a purpose, listening actively, eliciting responses, and giving constructive suggestions? (Standard 17, subtopic 3)				X	X							X				X
2. *Process* (Activities that encourage students to interact with the content) Are there activities that call for students to work in:																
• Large groups?	X				X				X							X
• Small groups?				X	X							X				X
• Pairs? (Standard 11, stage 3 "Revising"; Standard 17, subtopic 3)				X	X							X				X

PUBLISHER	TITLES	COPYRIGHT
Harcourt Brace Jovanovich, Inc.	*Grade nine* ***Adventures in Reading, Heritage Edition, Revised***	*1985*
	Grade eleven ***Adventures in American Literature, Heritage Edition, Revised***	*1985*

II. ENGLISH/LANGUAGE ARTS MODEL CURRICULUM STANDARDS' FOCUSES: TEACHER'S EDITION

(Additional Process [Implementation] Strategies)

DEFINITION OF TERMS

Extent Included

Substantially means that given the number of teaching strategies in the teacher's edition/manual, this aspect is represented in many strategies which are embedded throughout the teacher's edition/manual.

Moderately means that given the number of teaching strategies in the teacher's edition/manual, this aspect is represented by an occasional strategy.

Present means that this aspect is represented by a single strategy.

Not present means that this aspect is not represented.

	Teacher's Edition ***Implementation Strategies*** *Extent included*							
	Grade 9				*Grade 11*			
	Substantially	*Moderately*	*Present*	*Not present*	*Substantially*	*Moderately*	*Present*	*Not present*
A. Providing Integrated Instruction in the Language Arts for Students with Special Needs								
1. Are there recommendations for meeting the needs of limited-English-proficient students? (Standard 10, subtopics 4 and 10; *Framework*, p. 45)				X				X
2. Are there recommendations for meeting the needs of students with different learning styles and abilities? (Standard 6, subtopics 1 through 4)	X					X		
B. Extending the Content								
Are there listings of supportive resources related to the content in this textbook or instructional material? (Standards 4 and 7)	X				X			
C. Evaluating Students' Progress								
Are there techniques for evaluating students' progress that complement and extend the integrated nature of the learning process; e.g., portfolio collections of samples of students' writing, self-assessments, and peer assessments? (*Framework*, p. 45)		X						X

PUBLISHER	TITLES	COPYRIGHT
Harcourt Brace Jovanovich, Inc.	*Grade nine* ***Journeys, A Reading and Literature Program: Cascade**** *Grade eleven* ***Journeys, A Reading and Literature Program: Emblem***	***1986*** ***1986***

I. ENGLISH/LANGUAGE ARTS MODEL CURRICULUM STANDARDS' FOCUSES: STUDENT'S EDITION/TEACHER'S EDITION

DEFINITION OF TERMS
Extent Included

Given the number of literary works/lessons in the textbook/instructional material:

Substantially means that this aspect is represented by many examples.

Moderately means that this aspect is represented by occasional examples.

Present means that this aspect is represented by a single example.

Not present means that this aspect is not represented.

	Grade nine ***Journeys, A Reading and Literature Program: Cascade***								*Grade eleven* ***Journeys, A Reading and Literature Program: Emblem***							
	Extent included								*Extent included*							
	Student's edition				*Teacher's edition/manual*				*Student's edition*				*Teacher's edition/manual*			
	Substantially	*Moderately*	*Present*	*Not present*	*Substantially*	*Moderately*	*Present*	*Not present*	*Substantially*	*Moderately*	*Present*	*Not present*	*Substantially*	*Moderately*	*Present*	*Not present*
A. Comprehending Literature																
1. *Content* (Explanations addressed to the students)																
a. Do the literary works engage students in reflecting on ethical, aesthetic, or cultural values and on social or political issues? (Standards 1 and 2; *Framework*, p. 42)†	X				X				X				X			
b. Are multiple points of view illustrated or expressed regarding these values and issues? (Standard 2)	X				X				X				X			
c. Are these genres represented; e.g., novel, drama, short story, poetry, essay, biography, and speeches? (Standards 4 and 7)	X				X				X				X			
d. Are the following aspects of diversity represented:																
• Points of view of women and minorities? (Standard 4, subtopic 6)	X				X				X				X			

*See the Appendix for the publisher's description of these textbooks.

†The references to "Standards" may be found in the *Model Curriculum Standards: Grades Nine Through Twelve*, and those to the *Framework* may be found in the *English-Language Arts Framework for California Public Schools*, both published by the California State Department of Education (see pages 165 and 166 for ordering information).

PUBLISHER	TITLES	COPYRIGHT
Harcourt Brace Jovanovich, Inc.	*Grade nine* ***Journeys, A Reading and Literature Program: Cascade***	***1986***
	Grade eleven ***Journeys, A Reading and Literature Program: Emblem***	***1986***

I. ENGLISH/LANGUAGE ARTS MODEL CURRICULUM STANDARDS' FOCUSES: STUDENT'S EDITION/TEACHER'S EDITION—Continued

DEFINITION OF TERMS
Extent Included

Given the number of literary works/lessons in the textbook/instructional material:

Substantially means that this aspect is represented by many examples.

Moderately means that this aspect is represented by occasional examples.

Present means that this aspect is represented by a single example.

Not present means that this aspect is not represented.

	Grade nine ***Journeys, A Reading and Literature Program: Cascade***								*Grade eleven* ***Journeys, A Reading and Literature Program: Emblem***							
	Extent included								*Extent included*							
	Student's edition				*Teacher's edition/manual*				*Student's edition*				*Teacher's edition/manual*			
	Substantially	*Moderately*	*Present*	*Not present*	*Substantially*	*Moderately*	*Present*	*Not present*	*Substantially*	*Moderately*	*Present*	*Not present*	*Substantially*	*Moderately*	*Present*	*Not present*
A. Comprehending Literature—Continued																
• Selections which deal with varied, specific socioeconomic groups in terms of setting, characterization, plot, theme, and point of view? (Standard 4, subtopic 2)	X				X				X				X			
e. Are perspectives of other disciplines represented such as science, history–social science, mathematics, or visual and performing arts? (Standard 8)	X				X				X				X			
f. Are lessons included that:																
• Instruct students in how to use higher-level thinking skills? (Standard 6)	X				X				X				X			
• Encourage students to link information learned in a previous lesson with the next lesson? (Standards 5 and 6)		X			X					X			X			

A. Comprehending Literature—Continued																
g. Are students instructed in how to make the words they encounter during reading a part of their vocabulary? (*Framework*, p. 43)	X				X				X				X			
2. *Process* (Activities that encourage students to interact with the content)																
a. Are there literature-based activities that guide students to a new understanding of themselves and the world around them? (Standard 1, subtopics 1 and 2; *Framework*, p. 42)	X				X				X				X			
b. Are there activities which help students integrate the language arts by connecting:																
• Their prior experiences and prior knowledge to each literary work included in this textbook or material? (Standard 6)	X				X				X				X			
• Ideas in each literary work included in this textbook or material to other works they have read? (Standard 5, subtopics 4 and 5) (Higher-Level Comprehension)			X				X		X				X			
c. Are there activities that focus students on developing higher levels of comprehension? (Standard 6)	X				X				X				X			
B. Integrating Instruction in the Language Arts																
1. *Content* (Explanations addressed to the students)																
a. Does writing as a process include explanations of:																
• Prewriting?	X				X				X				X			
• Drafting?	X				X				X				X			
• Revising?	X				X				X						X	
• Editing?	X				X				X						X	
• Postwriting? (Standard 11)				X			X					X			X	
• Evaluation? (Standard 10, subtopic 8; *Framework*, p. 43)				X		X						X		X		
b. Are there literary models for writing? (Standard 12, subtopic 2)	X				X					X				X		
c. Are grammar, mechanics, and usage taught in the context of writing? (Standard 14, subtopic 3)	X				X				X				X			

PUBLISHER	TITLES	COPYRIGHT
Harcourt Brace Jovanovich, Inc.	*Grade nine* ***Journeys, A Reading and Literature Program: Cascade***	***1986***
	Grade eleven ***Journeys, A Reading and Literature Program: Emblem***	***1986***

I. ENGLISH/LANGUAGE ARTS MODEL CURRICULUM STANDARDS' FOCUSES: STUDENT'S EDITION/TEACHER'S EDITION—Continued

DEFINITION OF TERMS
Extent Included

Given the number of literary works/lessons in the textbook/instructional material:

Substantially means that this aspect is represented by many examples.

Moderately means that this aspect is represented by occasional examples.

Present means that this aspect is represented by a single example.

Not present means that this aspect is not represented.

	Grade nine ***Journeys, A Reading and Literature Program: Cascade***								*Grade eleven* ***Journeys, A Reading and Literature Program: Emblem***							
	Extent included								*Extent included*							
	Student's edition				*Teacher's edition/manual*				*Student's edition*				*Teacher's edition/manual*			
	Substantially	*Moderately*	*Present*	*Not present*	*Substantially*	*Moderately*	*Present*	*Not present*	*Substantially*	*Moderately*	*Present*	*Not present*	*Substantially*	*Moderately*	*Present*	*Not present*
B. Integrating Instruction in the Language Arts—Continued																
d. Are there writing lessons that provide instruction in real-world writing, such as journals, memoirs, expository writing, argumentation, investigative reports, papers using books and other sources about topics of interest to students, and stories and poems? (Standard 10, subtopics 1, 3, 5, and 6; Standard 12, subtopic 3)	X				X				X				X			
e. Are there lessons on speaking and listening that provide instruction on preparing, delivering, and evaluating forms of oral language experiences for different purposes and audiences? (Standard 15)	X				X				X				X			
2. *Process* (Activities that encourage students to interact with the content)																
a. Are there activities that help students to learn about the following aspects of the writing process:																
• Are students helped to generate ideas about which to write? (Standard 11, subtopic 2)	X				X				X				X			

97

98

B. Integrating Instruction in the Language Arts—Continued																
• Are students provided guidance for "reseeing" and "rethinking" what they have written? (Standard 11, stage 3 "Revising")		X				X			X						X	
• Are students helped to separate drafting and revision from editing and proofreading? (Standard 11, stages 3 and 4)			X				X		X						X	
• Are students provided guidance to help them use resources or references selectively to meet their editing needs? (Standard 10, subtopic 9; Standard 11, stage 4 "Editing")		X				X			X						X	
• Are students guided through the writing of complete pieces of discourse as they respond to assignments? (Standard 10, subtopic 3)		X					X		X						X	
b. Are there activities which help students to integrate the language arts by connecting their experiences with some writing assignments? (Standard 1, subtopics 1 and 2)	X				X				X				X			
c. Are there activities that help students to tailor writing and speaking to meet the needs of different audiences, including teachers and peers? (Standard 11, subtopic 2; Standard 16, subtopic 7)	X				X				X					X		
d. Are there activities that help students to examine and use different voices and styles in writing and speaking? (Standard 13; Standard 16, subtopic 7)	X				X				X				X			
e. Are students asked to read and listen to the kinds of writing and speaking they are assigned? (Standard 1, subtopic 4, under both aesthetic and cultural values)	X				X				X				X			
f. Are ideas provided for students to publish or perform their work or respond to other students' works? (Standard 11, stage 5 "Postwriting"; Standard 16, subtopic 7)			X				X					X			X	
g. Are there activities that help students assess the quality of:																
• Their own writing using criteria established for each assignment? (Standard 10, subtopic 8)				X			X				X			X		
• Their own speeches? (Standard 17, subtopic 1)				X			X					X				X
h. Are there activities that help students to integrate the language arts in order to:																
• Explain the significance of a personal experience? (Standard 6)		X				X			X				X			

PUBLISHER	TITLES	COPYRIGHT
Harcourt Brace Jovanovich, Inc.	*Grade nine* ***Journeys, A Reading and Literature Program: Cascade***	***1986***
	Grade eleven ***Journeys, A Reading and Literature Program: Emblem***	***1986***

I. ENGLISH/LANGUAGE ARTS MODEL CURRICULUM STANDARDS' FOCUSES: STUDENT'S EDITION/TEACHER'S EDITION—Continued

DEFINITION OF TERMS
Extent Included

Given the number of literary works/lessons in the textbook/instructional material:

Substantially means that this aspect is represented by many examples.

Moderately means that this aspect is represented by occasional examples.

Present means that this aspect is represented by a single example.

Not present means that this aspect is not represented.

	Grade nine ***Journeys, A Reading and Literature Program: Cascade*** *Extent included*								*Grade eleven* ***Journeys, A Reading and Literature Program: Emblem*** *Extent included*							
	Student's edition				*Teacher's edition/manual*				*Student's edition*				*Teacher's edition/manual*			
	Substantially	*Moderately*	*Present*	*Not present*	*Substantially*	*Moderately*	*Present*	*Not present*	*Substantially*	*Moderately*	*Present*	*Not present*	*Substantially*	*Moderately*	*Present*	*Not present*
B. Integrating Instruction in Language Arts—Continued																
• Set forth an opinion and defend it? (Standard 18)		X				X			X				X			
• Explain a concept? (Standard 11, stage 2 "Drafting/Writing," subtopic 1b)		X				X			X				X			
• Interpret a literary work and defend their interpretations? (Standard 9, subtopic 6)		X				X			X				X			
• Create stories and poems? (Standard 12, subtopic 2; Standard 13, subtopic 3)	X				X				X				X			
C. Language Study																
1. *Content* (Explanations addressed to the students) Are lessons included on:																
• Vocabulary study from context clues? (Standard 21)	X				X				X				X			

C. Language Study—Continued																	
• The history of the English language and its dialects? (Standard 14, subtopic 5)			X					X				X					X
• Etymology, the roots and histories of words? (Standard 22)		X				X			X						X		
2. *Process* (Activities that encourage students to interact with the content) Are there activities which encourage students to participate in word study connected to their listening, speaking, reading, or writing? (*Framework*, p. 43)	X				X				X				X				
D. Learning to Learn Strategies																	
1. *Content* (Explanations addressed to the students) Are lessons included that:																	
• Instruct students on how to participate in small-group discussions; e.g., speaking to a purpose, listening actively, eliciting responses, and giving constructive suggestions? (Standard 17, subtopic 3)				X			X				X				X		
2. *Process* (Activities that encourage students to interact with the content) Are there activities that call for students to work in:																	
• Large groups?	X				X				X				X				
• Small groups?		X				X				X				X			
• Pairs? (Standard 11, stage 3 "Revising"; Standard 17, subtopic 3)		X				X				X				X			

PUBLISHER	TITLES	COPYRIGHT
Harcourt Brace Jovanovich, Inc.	*Grade nine* ***Journeys, A Reading and Literature Program: Cascade***	***1986***
	Grade eleven ***Journeys, A Reading and Literature Program: Emblem***	***1986***

II. ENGLISH/LANGUAGE ARTS MODEL CURRICULUM STANDARDS' FOCUSES: TEACHER'S EDITION

(Additional Process [Implementation] Strategies)

DEFINITION OF TERMS

Extent Included

Substantially means that given the number of teaching strategies in the teacher's edition/manual, this aspect is represented in many strategies which are embedded throughout the teacher's edition/manual.

Moderately means that given the number of teaching strategies in the teacher's edition/manual, this aspect is represented by an occasional strategy.

Present means that this aspect is represented by a single strategy.

Not present means that this aspect is not represented.

	Teacher's Edition ***Implementation Strategies*** *Extent included*							
	Grade 9				*Grade 11*			
	Substantially	*Moderately*	*Present*	*Not present*	*Substantially*	*Moderately*	*Present*	*Not present*
A. Providing Integrated Instruction in the Language Arts for Students with Special Needs								
1. Are there recommendations for meeting the needs of limited-English-proficient students? (Standard 10, subtopics 4 and 10; *Framework,* p. 45)				X				X
2. Are there recommendations for meeting the needs of students with different learning styles and abilities? (Standard 6, subtopics 1 through 4)		X					X	
B. Extending the Content								
Are there listings of supportive resources related to the content in this textbook or instructional material? (Standards 4 and 7)	X				X			
C. Evaluating Students' Progress								
Are there techniques for evaluating students' progress that complement and extend the integrated nature of the learning process; e.g., portfolio collections of samples of students' writing, self-assessments, and peer assessments? (*Framework,* p. 45)		X				X		

105

106

PUBLISHER	TITLES	COPYRIGHT
Harcourt Brace Jovanovich, Inc.	*Grade nine* ***Warriner's English Grammar and Composition: Third Course, Liberty Edition**** *Grade eleven* ***Warriner's English Grammar and Composition: Fifth Course, Liberty Edition***	***1986*** ***1986***

I. ENGLISH/LANGUAGE ARTS MODEL CURRICULUM STANDARDS' FOCUSES: STUDENT'S EDITION/TEACHER'S EDITION

DEFINITION OF TERMS
Extent Included

Given the number of literary works/lessons in the textbook/instructional material:

Substantially means that this aspect is represented by many examples.

Moderately means that this aspect is represented by occasional examples.

Present means that this aspect is represented by a single example.

Not present means that this aspect is not represented.

	Grade nine ***Warriner's English Grammar and Composition: Third Course***								*Grade eleven* ***Warriner's English Grammar and Composition: Fifth Course***							
	Extent included								*Extent included*							
	Student's edition				*Teacher's edition/manual*				*Student's edition*				*Teacher's edition/manual*			
	Substantially	*Moderately*	*Present*	*Not present*	*Substantially*	*Moderately*	*Present*	*Not present*	*Substantially*	*Moderately*	*Present*	*Not present*	*Substantially*	*Moderately*	*Present*	*Not present*
A. Comprehending Literature																
1. *Content* (Explanations addressed to the students)																
a. Do the literary works engage students in reflecting on ethical, aesthetic, or cultural values and on social or political issues? (Standards 1 and 2; *Framework*, p. 42)†		X				X				X			X			
b. Are multiple points of view illustrated or expressed regarding these values and issues? (Standard 2)		X				X				X				X		
c. Are these genres represented; e.g., novel, drama, short story, poetry, essay, biography, and speeches? (Standards 4 and 7)	X					X			X				X			
d. Are the following aspects of diversity represented:																
• Points of view of women and minorities? (Standard 4, subtopic 6)		X				X				X				X		

*See the Appendix for the publisher's description of these textbooks.

†The references to "Standards" may be found in the *Model Curriculum Standards: Grades Nine Through Twelve*, and those to the *Framework* may be found in the *English-Language Arts Framework for California Public Schools*, both published by the California State Department of Education (see pages 165 and 166 for ordering information).

PUBLISHER	TITLES	COPYRIGHT
Harcourt Brace Jovanovich, Inc.	*Grade nine* ***Warriner's English Grammar and Composition: Third Course, Liberty Edition***	***1986***
	Grade eleven ***Warriner's English Grammar and Composition: Fifth Course, Liberty Edition***	***1986***

I. ENGLISH/LANGUAGE ARTS MODEL CURRICULUM STANDARDS' FOCUSES: STUDENT'S EDITION/TEACHER'S EDITION—Continued

DEFINITION OF TERMS
Extent Included

Given the number of literary works/lessons in the textbook/instructional material:

Substantially means that this aspect is represented by many examples.

Moderately means that this aspect is represented by occasional examples.

Present means that this aspect is represented by a single example.

Not present means that this aspect is not represented.

	Grade nine ***Warriner's English Grammar and Composition: Third Course***								*Grade eleven* ***Warriner's English Grammar and Composition: Fifth Course***							
	Extent included								*Extent included*							
	Student's edition				*Teacher's edition/manual*				*Student's edition*				*Teacher's edition/manual*			
	Substantially	*Moderately*	*Present*	*Not present*	*Substantially*	*Moderately*	*Present*	*Not present*	*Substantially*	*Moderately*	*Present*	*Not present*	*Substantially*	*Moderately*	*Present*	*Not present*
A. Comprehending Literature—Continued																
• Selections which deal with varied, specific socioeconomic groups in terms of setting, characterization, plot, theme, and point of view? (Standard 4, subtopic 2)			X				X				X				X	
e. Are perspectives of other disciplines represented such as science, history–social science, mathematics, or visual and performing arts? (Standard 8)	X				X				X				X			
f. Are lessons included that:																
• Instruct students in how to use higher-level thinking skills? (Standard 6)	X				X				X				X			
• Encourage students to link information learned in a previous lesson with the next lesson? (Standards 5 and 6)	X				X				X				X			

A. Comprehending Literature—Continued																
g. Are students instructed in how to make the words they encounter during reading a part of their vocabulary? (*Framework*, p. 43)	X				X				X					X		
2. *Process* (Activities that encourage students to interact with the content)																
a. Are there literature-based activities that guide students to a new understanding of themselves and the world around them? (Standard 1, subtopics 1 and 2; *Framework*, p. 42)			X				X				X				X	
b. Are there activities which help students integrate the language arts by connecting:																
• Their prior experiences and prior knowledge to each literary work included in this textbook or material? (Standard 6)			X				X				X				X	
• Ideas in each literary work included in this textbook or material to other works they have read? (Standard 5, subtopics 4 and 5) (Higher-Level Comprehension)				X				X				X				X
c. Are there activities that focus students on developing higher levels of comprehension? (Standard 6)	X				X					X				X		
B. Integrating Instruction in the Language Arts																
1. *Content* (Explanations addressed to the students)																
a. Does writing as a process include explanations of:																
• Prewriting?	X				X				X				X			
• Drafting?	X				X				X				X			
• Revising?	X				X				X				X			
• Editing?	X				X				X				X			
• Postwriting? (Standard 11)				X	X				X				X			
• Evaluation? (Standard 10, subtopic 8; *Framework*, p. 43)				X	X							X	X			
b. Are there literary models for writing? (Standard 12, subtopic 2)	X				X					X					X	
c. Are grammar, mechanics, and usage taught in the context of writing? (Standard 14, subtopic 3)		X				X			X				X			

Publisher	Titles	Copyright
Harcourt Brace Jovanovich, Inc.	*Grade nine* ***Warriner's English Grammar and Composition: Third Course, Liberty Edition***	***1986***
	Grade eleven ***Warriner's English Grammar and Composition: Fifth Course, Liberty Edition***	***1986***

I. English/Language Arts Model Curriculum Standards' Focuses: Student's Edition/Teacher's Edition—Continued

Definition of Terms
Extent Included

Given the number of literary works/lessons in the textbook/instructional material:

Substantially means that this aspect is represented by many examples.

Moderately means that this aspect is represented by occasional examples.

Present means that this aspect is represented by a single example.

Not present means that this aspect is not represented.

	Grade nine ***Warriner's English Grammar and Composition: Third Course***								*Grade eleven* ***Warriner's English Grammar and Composition: Fifth Course***							
	Extent included								*Extent included*							
	Student's edition				*Teacher's edition/manual*				*Student's edition*				*Teacher's edition/manual*			
	Substantially	*Moderately*	*Present*	*Not present*	*Substantially*	*Moderately*	*Present*	*Not present*	*Substantially*	*Moderately*	*Present*	*Not present*	*Substantially*	*Moderately*	*Present*	*Not present*
B. Integrating Instruction in the Language Arts—Continued																
d. Are there writing lessons that provide instruction in real-world writing, such as journals, memoirs, expository writing, argumentation, investigative reports, papers using books and other sources about topics of interest to students, and stories and poems? (Standard 10, subtopics 1, 3, 5, and 6; Standard 12, subtopic 3)	X				X				X				X			
e. Are there lessons on speaking and listening that provide instruction on preparing, delivering, and evaluating forms of oral language experiences for different purposes and audiences? (Standard 15)	X				X				X				X			
2. *Process* (Activities that encourage students to interact with the content)																
a. Are there activities that help students to learn about the following aspects of the writing process:																
• Are students helped to generate ideas about which to write? (Standard 11, subtopic 2)	X				X				X				X			

B. Integrating Instruction in the Language Arts—Continued																
• Are students provided guidance for "reseeing" and "rethinking" what they have written? (Standard 11, stage 3 "Revising")	X				X				X				X			
• Are students helped to separate drafting and revision from editing and proofreading? (Standard 11, stages 3 and 4)	X				X				X				X			
• Are students provided guidance to help them use resources or references selectively to meet their editing needs? (Standard 10, subtopic 9; Standard 11, stage 4 "Editing")	X				X				X				X			
• Are students guided through the writing of complete pieces of discourse as they respond to assignments? (Standard 10, subtopic 3)	X				X				X				X			
b. Are there activities which help students to integrate the language arts by connecting their experiences with some writing assignments? (Standard 1, subtopics 1 and 2)	X				X				X				X			
c. Are there activities that help students to tailor writing and speaking to meet the needs of different audiences, including teachers and peers? (Standard 11, subtopic 2; Standard 16, subtopic 7)	X				X				X				X			
d. Are there activities that help students to examine and use different voices and styles in writing and speaking? (Standard 13; Standard 16, subtopic 7)	X				X				X				X			
e. Are students asked to read and listen to the kinds of writing and speaking they are assigned? (Standard 1, subtopic 4, under both aesthetic and cultural values)	X				X				X				X			
f. Are ideas provided for students to publish or perform their work or respond to other students' works? (Standard 11, stage 5 "Postwriting"; Standard 16, subtopic 7)		X				X					X			X		
g. Are there activities that help students assess the quality of:																
• Their own writing using criteria established for each assignment? (Standard 10, subtopic 8)	X				X				X				X			
• Their own speeches? (Standard 17, subtopic 1)		X				X				X				X		
h. Are there activities that help students to integrate the language arts in order to:																
• Explain the significance of a personal experience? (Standard 6)	X				X				X				X			

PUBLISHER	TITLES	COPYRIGHT
Harcourt Brace Jovanovich, Inc.	*Grade nine* ***Warriner's English Grammar and Composition: Third Course, Liberty Edition***	***1986***
	Grade eleven ***Warriner's English Grammar and Composition: Fifth Course, Liberty Edition***	***1986***

I. ENGLISH/LANGUAGE ARTS MODEL CURRICULUM STANDARDS' FOCUSES: STUDENT'S EDITION/TEACHER'S EDITION—Continued

DEFINITION OF TERMS
Extent Included

Given the number of literary works/lessons in the textbook/instructional material:

Substantially means that this aspect is represented by many examples.

Moderately means that this aspect is represented by occasional examples.

Present means that this aspect is represented by a single example.

Not present means that this aspect is not represented.

	Grade nine ***Warriner's English Grammar and Composition: Third Course***								*Grade eleven* ***Warriner's English Grammar and Composition: Fifth Course***							
	Extent included								*Extent included*							
	Student's edition				*Teacher's edition/manual*				*Student's edition*				*Teacher's edition/manual*			
	Substantially	*Moderately*	*Present*	*Not present*	*Substantially*	*Moderately*	*Present*	*Not present*	*Substantially*	*Moderately*	*Present*	*Not present*	*Substantially*	*Moderately*	*Present*	*Not present*
B. Integrating Instruction in Language Arts—Continued																
• Set forth an opinion and defend it? (Standard 18)	X				X				X				X			
• Explain a concept? (Standard 11, stage 2 "Drafting/Writing," subtopic 1b)	X				X				X				X			
• Interpret a literary work and defend their interpretations? (Standard 9, subtopic 6)	X				X				X				X			
• Create stories and poems? (Standard 12, subtopic 2; Standard 13, subtopic 3)	X				X				X				X			
C. Language Study																
1. *Content* (Explanations addressed to the students)																
Are lessons included on:																
• Vocabulary study from context clues? (Standard 21)	X				X				X				X			

117

118

C. Language Study—Continued																
• The history of the English language and its dialects? (Standard 14, subtopic 5)		X				X			X				X			
• Etymology, the roots and histories of words? (Standard 22)		X				X			X				X			
2. *Process* (Activities that encourage students to interact with the content) Are there activities which encourage students to participate in word study connected to their listening, speaking, reading, or writing? (*Framework*, p. 43)		X				X			X				X			
D. Learning to Learn Strategies																
1. *Content* (Explanations addressed to the students) Are lessons included that: • Instruct students on how to participate in small-group discussions; e.g., speaking to a purpose, listening actively, eliciting responses, and giving constructive suggestions? (Standard 17, subtopic 3)			X				X		X				X			
2. *Process* (Activities that encourage students to interact with the content) Are there activities that call for students to work in: • Large groups?	X				X				X				X			
• Small groups?				X		X			X				X			
• Pairs? (Standard 11, stage 3 "Revising"; Standard 17, subtopic 3)				X			X		X				X			

PUBLISHER	TITLES	COPYRIGHT
Harcourt Brace Jovanovich, Inc.	*Grade nine* ***Warriner's English Grammar and Composition: Third Course, Liberty Edition***	*1986*
	Grade eleven ***Warringer's English Grammar and Composition: Fifth Course, Liberty Edition***	*1986*

II. ENGLISH/LANGUAGE ARTS MODEL CURRICULUM STANDARDS' FOCUSES: TEACHER'S EDITION

(Additional Process [Implementation] Strategies)

DEFINITION OF TERMS

Extent Included

Substantially means that given the number of teaching strategies in the teacher's edition/manual, this aspect is represented in many strategies which are embedded throughout the teacher's edition/manual.

Moderately means that given the number of teaching strategies in the teacher's edition/manual, this aspect is represented by an occasional strategy.

Present means that this aspect is represented by a single strategy.

Not present means that this aspect is not represented.

	Teacher's Edition ***Implementation Strategies*** *Extent included*							
	Grade 9				*Grade 11*			
	Substantially	*Moderately*	*Present*	*Not present*	*Substantially*	*Moderately*	*Present*	*Not present*
A. Providing Integrated Instruction in the Language Arts for Students with Special Needs								
1. Are there recommendations for meeting the needs of limited-English-proficient students? (Standard 10, subtopics 4 and 10; *Framework*, p. 45)				X				X
2. Are there recommendations for meeting the needs of students with different learning styles and abilities? (Standard 6, subtopics 1 through 4)	X				X			
B. Extending the Content								
Are there listings of supportive resources related to the content in this textbook or instructional material? (Standards 4 and 7)				X				X
C. Evaluating Students' Progress								
Are there techniques for evaluating students' progress that complement and extend the integrated nature of the learning process; e.g., portfolio collections of samples of students' writing, self-assessments, and peer assessments? (*Framework*, p. 45)	X				X			

PUBLISHER	TITLES	COPYRIGHT
Houghton Mifflin Company	*Grade nine* ***Focus on Literature: Viewpoints**** *Grade eleven* ***Focus on Literature: America*** *Grade eleven* ***Themes in World Literature***	***1986 Imp.*** ***1986 Imp.*** ***1975***

I. ENGLISH/LANGUAGE ARTS MODEL CURRICULUM STANDARDS' FOCUSES: STUDENT'S EDITION/TEACHER'S EDITION

DEFINITION OF TERMS
Extent Included

Given the number of literary works/lessons in the textbook/instructional material:

Substantially means that this aspect is represented by many examples.

Moderately means that this aspect is represented by occasional examples.

Present means that this aspect is represented by a single example.

Not present means that this aspect is not represented.

	Grade nine ***Focus on Literature: Viewpoints***								*Grade eleven* ***Focus on Literature: America***								*Grade eleven* ***Themes in World Literature***							
	Extent included								*Extent included*								*Extent included*							
	Student's edition				*Teacher's edition/manual*				*Student's edition*				*Teacher's edition/manual*				*Student's edition*				*Teacher's edition/manual*			
	Substantially	*Moderately*	*Present*	*Not present*	*Substantially*	*Moderately*	*Present*	*Not present*	*Substantially*	*Moderately*	*Present*	*Not present*	*Substantially*	*Moderately*	*Present*	*Not present*	*Substantially*	*Moderately*	*Present*	*Not present*	*Substantially*	*Moderately*	*Present*	*Not present*
A. Comprehending Literature																								
1. *Content* (Explanations addressed to the students)																								
a. Do the literary works engage students in reflecting on ethical, aesthetic, or cultural values and on social or political issues? (Standards 1 and 2; *Framework*, p. 42)†	X				X				X				X				X				X			
b. Are multiple points of view illustrated or expressed regarding these values and issues? (Standard 2)	X				X				X				X				X				X			

*See the Appendix for the publisher's description of these textbooks.

†The references to "Standards" may be found in the *Model Curriculum Standards: Grades Nine Through Twelve*, and those to the *Framework* may be found in the *English-Language Arts Framework for California Public Schools*, both published by the California State Department of Education (see pages 165 and 166 for ordering information).

PUBLISHER	TITLES	COPYRIGHT
Houghton Mifflin Company	*Grade nine* ***Focus on Literature: Viewpoints***	***1986 Imp.***
	Grade eleven ***Focus on Literature: America***	***1986 Imp.***
	Grade eleven ***Themes in World Literature***	***1975***

I. ENGLISH/LANGUAGE ARTS MODEL CURRICULUM STANDARDS' FOCUSES: STUDENT'S EDITION/TEACHER'S EDITION—Continued

DEFINITION OF TERMS

Extent Included

Given the number of literary works/lessons in the textbook/instructional material:

Substantially means that this aspect is represented by many examples.

Moderately means that this aspect is represented by occasional examples.

Present means that this aspect is represented by a single example.

Not present means that this aspect is not represented.

	Grade nine ***Focus on Literature: Viewpoints***								*Grade eleven* ***Focus on Literature: America***								*Grade eleven* ***Themes in World Literature***							
	Extent included								*Extent included*								*Extent included*							
	Student's edition				*Teacher's edition/manual*				*Student's edition*				*Teacher's edition/manual*				*Student's edition*				*Teacher's edition/manual*			
	Substantially	*Moderately*	*Present*	*Not present*	*Substantially*	*Moderately*	*Present*	*Not present*	*Substantially*	*Moderately*	*Present*	*Not present*	*Substantially*	*Moderately*	*Present*	*Not present*	*Substantially*	*Moderately*	*Present*	*Not present*	*Substantially*	*Moderately*	*Present*	*Not present*
A. Comprehending Literature—Continued																								
c. Are these genres represented; e.g., novel, drama, short story, poetry, essay, biography, and speeches? (Standards 4 and 7)	X				X				X				X				X				X			
d. Are the following aspects of diversity represented:																								
• Points of view of women and minorities? (Standard 4, subtopic 6)	X				X				X				X				X				X			
• Selections which deal with varied, specific socioeconomic groups in terms of setting, characterization, plot, theme, and point of view? (Standard 4, subtopic 2)	X				X				X				X				X				X			

A. Comprehending Literature—Continued																								
e. Are perspectives of other disciplines represented such as science, history–social science, mathematics, or visual and performing arts? (Standard 8)	X				X				X				X				X				X			
f. Are lessons included that:																								
• Instruct students in how to use higher-level thinking skills? (Standard 6)	X				X				X				X				X				X			
• Encourage students to link information learned in a previous lesson with the next lesson? (Standards 5 and 6)		X				X			X				X				X				X			
g. Are students instructed in how to make the words they encounter during reading a part of their vocabulary? (*Framework*, p. 43)	X				X				X				X				X				X			
2. *Process* (Activities that encourage students to interact with the content)																								
a. Are there literature-based activities that guide students to a new understanding of themselves and the world around them? (Standard 1, subtopics 1 and 2) (*Framework*, p. 42)	X				X				X				X				X				X			
b. Are there activities which help students integrate the language arts by connecting:																								
• Their prior experiences and prior knowledge to each literary work included in this textbook or material? (Standard 6)		X			X				X				X				X				X			
• Ideas in each literary work included in this textbook or material to other works they have read? (Standard 5, subtopics 4 and 5) (Higher-Level Comprehension)	X				X				X				X				X				X			

PUBLISHER	TITLES	COPYRIGHT
Houghton Mifflin Company	*Grade nine* ***Focus on Literature: Viewpoints***	*1986 Imp.*
	Grade eleven ***Focus on Literature: America***	*1986 Imp.*
	Grade eleven ***Themes in World Literature***	*1975*

I. ENGLISH/LANGUAGE ARTS MODEL CURRICULUM STANDARDS' FOCUSES: STUDENT'S EDITION/TEACHER'S EDITION—Continued

DEFINITION OF TERMS
Extent Included

Given the number of literary works/lessons in the textbook/instructional material:

Substantially means that this aspect is represented by many examples.

Moderately means that this aspect is represented by occasional examples.

Present means that this aspect is represented by a single example.

Not present means that this aspect is not represented.

	Grade nine ***Focus on Literature: Viewpoints***								*Grade eleven* ***Focus on Literature: America***								*Grade eleven* ***Themes in World Literature***							
	Extent included								*Extent included*								*Extent included*							
	Student's edition				*Teacher's edition/manual*				*Student's edition*				*Teacher's edition/manual*				*Student's edition*				*Teacher's edition/manual*			
	Substantially	*Moderately*	*Present*	*Not present*	*Substantially*	*Moderately*	*Present*	*Not present*	*Substantially*	*Moderately*	*Present*	*Not present*	*Substantially*	*Moderately*	*Present*	*Not present*	*Substantially*	*Moderately*	*Present*	*Not present*	*Substantially*	*Moderately*	*Present*	*Not present*
A. Comprehending Literature—Continued																								
c. Are there activities that focus students on developing higher levels of comprehension? (Standard 6)	X				X				X				X				X				X			
B. Integrating Instruction in the Language Arts																								
1. *Content* (Explanations addressed to the students)																								
a. Does writing as a process include explanations of:																								
• Prewriting?	X				X				X				X				X				X			

B. Integrating Instruction in the Language Arts—Continued																									
• Drafting?				X				X		X				X			X				X				
• Revising?			X				X			X				X				X							X
• Editing?				X			X				X				X					X					X
• Postwriting? (Standard 11)				X				X				X				X				X					X
• Evaluation? (Standard 10, subtopic 8) (*Framework*, p. 43)				X				X				X				X				X					X
b. Are there literary models for writing? (Standard 12, subtopic 2)		X				X				X				X			X				X				
c. Are grammar, mechanics, and usage taught in the context of writing? (Standard 14, subtopic 3)			X				X					X				X		X				X			
d. Are there writing lessons that provide instruction in real-world writing, such as journals, memoirs, expository writing, argumentation, investigative reports, papers using books and other sources about topics of interest to students, and stories and poems? (Standard 10, subtopics 1, 3, 5, and 6; Standard 12, subtopic 3)	X				X				X				X				X				X				
e. Are there lessons on speaking and listening that provide instruction on preparing, delivering, and evaluating forms of oral language experiences for different purposes and audiences? (Standard 15)				X				X				X				X				X					X
2. *Process* (Activities that encourage students to interact with the content)																									
a. Are there activities that help students to learn about the following aspects of the writing process:																									
• Are students helped to generate ideas about which to write? (Standard 11, subtopic 2)	X				X				X				X				X				X				

PUBLISHER	TITLES	COPYRIGHT
Houghton Mifflin Company	*Grade nine* ***Focus on Literature: Viewpoints***	***1986 Imp.***
	Grade eleven ***Focus on Literature: America***	***1986 Imp.***
	Grade eleven ***Themes in World Literature***	***1975***

I. ENGLISH/LANGUAGE ARTS MODEL CURRICULUM STANDARDS' FOCUSES: STUDENT'S EDITION/TEACHER'S EDITION—Continued

DEFINITION OF TERMS
Extent Included

Given the number of literary works/lessons in the textbook/instructional material:

Substantially means that this aspect is represented by many examples.

Moderately means that this aspect is represented by occasional examples.

Present means that this aspect is represented by a single example.

Not present means that this aspect is not represented.

	Grade nine ***Focus on Literature: Viewpoints***								*Grade eleven* ***Focus on Literature: America***								*Grade eleven* ***Themes in World Literature***							
	Extent included								*Extent included*								*Extent included*							
	Student's edition				*Teacher's edition/manual*				*Student's edition*				*Teacher's edition/manual*				*Student's edition*				*Teacher's edition/manual*			
	Substantially	*Moderately*	*Present*	*Not present*	*Substantially*	*Moderately*	*Present*	*Not present*	*Substantially*	*Moderately*	*Present*	*Not present*	*Substantially*	*Moderately*	*Present*	*Not present*	*Substantially*	*Moderately*	*Present*	*Not present*	*Substantially*	*Moderately*	*Present*	*Not present*
B. Integrating Instruction in the Language Arts—Continued																								
• Are students provided guidance for "reseeing" and "rethinking" what they have written? (Standard 11, stage 3 "Revising")				X				X		X				X				X				X		
• Are students helped to separate drafting and revision from editing and proofreading? (Standard 11, stages 3 and 4)				X				X				X				X				X				X

B. Integrating Instruction in the Language Arts—Continued																									
• Are students provided guidance to help them use resources or references selectively to meet their editing needs? (Standard 10, subtopic 9; Standard 11, stage 4 "Editing")				X				X				X			X					X				X
• Are students guided through the writing of complete pieces of discourse as they respond to assignments? (Standard 10, subtopic 3)				X				X		X				X			X				X			
b. Are there activities which help students to integrate the language arts by connecting their experiences with some writing assignments? (Standard 1, subtopics 1 and 2)	X				X				X				X				X				X			
c. Are there activities that help students to tailor writing and speaking to meet the needs of different audiences, including teachers and peers? (Standard 11, subtopic 2; Standard 16, subtopic 7)			X				X		X				X					X				X		
d. Are there activities that help students to examine and use different voices and styles in writing and speaking? (Standard 13; Standard 16, subtopic 7)		X				X			X				X				X				X			
e. Are students asked to read and listen to the kinds of writing and speaking they are assigned? (Standard 1, subtopic 4, under both aesthetic and cultural values)			X				X			X				X				X				X		
f. Are ideas provided for students to publish or perform their work or respond to other students' works? (Standard 11, stage 5 "Postwriting"; Standard 16, subtopic 7)				X				X				X				X				X				X

PUBLISHER	TITLES	COPYRIGHT
Houghton Mifflin Company	*Grade nine* ***Focus on Literature: Viewpoints***	***1986 Imp.***
	Grade eleven ***Focus on Literature: America***	***1986 Imp.***
	Grade eleven ***Themes in World Literature***	***1975***

I. ENGLISH/LANGUAGE ARTS MODEL CURRICULUM STANDARDS' FOCUSES: STUDENT'S EDITION/TEACHER'S EDITION—Continued

DEFINITION OF TERMS
Extent Included

Given the number of literary works/lessons in the textbook/instructional material:

Substantially means that this aspect is represented by many examples.

Moderately means that this aspect is represented by occasional examples.

Present means that this aspect is represented by a single example.

Not present means that this aspect is not represented.

	Grade nine ***Focus on Literature: Viewpoints***								*Grade eleven* ***Focus on Literature: America***								*Grade eleven* ***Themes in World Literature***							
	Extent included								*Extent included*								*Extent included*							
	Student's edition				*Teacher's edition/manual*				*Student's edition*				*Teacher's edition/manual*				*Student's edition*				*Teacher's edition/manual*			
	Substantially	*Moderately*	*Present*	*Not present*	*Substantially*	*Moderately*	*Present*	*Not present*	*Substantially*	*Moderately*	*Present*	*Not present*	*Substantially*	*Moderately*	*Present*	*Not present*	*Substantially*	*Moderately*	*Present*	*Not present*	*Substantially*	*Moderately*	*Present*	*Not present*
B. Integrating Instruction in the Language Arts—Continued																								
g. Are there activities that help students assess the quality of:																								
• Their own writing using criteria established for each assignment? (Standard 10, subtopic 8)				X				X		X				X						X				X
• Their own speeches? (Standard 17, subtopic 1)				X				X				X				X				X				X

B. Integrating Instruction in the Language Arts—Continued																									
h. Are there activities that help students to integrate the language arts in order to:																									
• Explain the significance of a personal experience? (Standard 6)	X				X				X				X				X				X				
• Set forth an opinion and defend it? (Standard 18)	X				X				X				X				X				X				
• Explain a concept? (Standard 11, stage 2 "Drafting/Writing," subtopic 1b)	X				X				X				X				X				X				
• Interpret a literary work and defend their interpretations? (Standard 9, subtopic 6)	X				X				X				X				X				X				
• Create stories and poems? (Standard 12, subtopic 2; Standard 13, subtopic 3)		X				X			X				X				X				X				
C. Language Study																									
1. *Content* (Explanations addressed to the students)																									
Are lessons included on:																									
• Vocabulary study from context clues? (Standard 21)	X				X					X				X			X				X				
• The history of the English language and its dialects? (Standard 14, subtopic 5)				X				X		X				X				X				X			
• Etymology, the roots and histories of words? (Standard 22)			X				X			X				X			X				X				
2. *Process* (Activities that encourage students to interact with the content)																									
Are there activities which encourage students to participate in word study connected to their listening, speaking, reading, or writing? (*Framework*, p. 43)	X				X					X				X			X				X				

PUBLISHER	TITLES	COPYRIGHT
Houghton Mifflin Company	*Grade nine* ***Focus on Literature: Viewpoints***	***1986 Imp.***
	Grade eleven ***Focus on Literature: America***	***1986 Imp.***
	Grade eleven ***Themes in World Literature***	***1975***

I. ENGLISH/LANGUAGE ARTS MODEL CURRICULUM STANDARDS' FOCUSES: STUDENT'S EDITION/TEACHER'S EDITION—Continued

DEFINITION OF TERMS
Extent Included

Given the number of literary works/lessons in the textbook/instructional material:

Substantially means that this aspect is represented by many examples.

Moderately means that this aspect is represented by occasional examples.

Present means that this aspect is represented by a single example.

Not present means that this aspect is not represented.

	Grade nine ***Focus on Literature: Viewpoints***								*Grade eleven* ***Focus on Literature: America***								*Grade eleven* ***Themes in World Literature***							
	Extent included								*Extent included*								*Extent included*							
	Student's edition				*Teacher's edition/manual*				*Student's edition*				*Teacher's edition/manual*				*Student's edition*				*Teacher's edition/manual*			
	Substantially	*Moderately*	*Present*	*Not present*	*Substantially*	*Moderately*	*Present*	*Not present*	*Substantially*	*Moderately*	*Present*	*Not present*	*Substantially*	*Moderately*	*Present*	*Not present*	*Substantially*	*Moderately*	*Present*	*Not present*	*Substantially*	*Moderately*	*Present*	*Not present*
D. Learning to Learn Strategies																								
1. *Content* (Explanations addressed to the students)																								
Are lessons included that:																								
• Instruct students on how to participate in small-group discussions; e.g. speaking to a purpose, listening actively, eliciting responses, and giving constructive suggestions? (Standard 17, subtopic 3)				X				X				X				X				X				X

D. Learning to Learn Strategies—Continued																								
2. *Process* (Activities that encourage students to interact with the content) Are there activities that call for students to work in:																								
• Large groups?	X				X				X				X				X				X			
• Small groups?				X				X				X				X				X				X
• Pairs? (Standard 11, stage 3 "Revising"; Standard 17, subtopic 3)				X				X				X				X				X				X

PUBLISHER	TITLES	COPYRIGHT
Houghton Mifflin Company	*Grade nine* ***Focus on Literature: Viewpoints***	***1986 Imp.***
	Grade eleven ***Focus on Literature: America***	***1986 Imp.***
	Grade eleven ***Themes in World Literature***	***1975***

II. ENGLISH/LANGUAGE ARTS MODEL CURRICULUM STANDARDS' FOCUSES: TEACHER'S EDITION

(Additional Process [Implementation] Strategies)

DEFINITION OF TERMS

Extent Included

Substantially means that given the number of teaching strategies in the teacher's edition/manual, this aspect is represented in many strategies which are embedded throughout the teacher's edition/manual.

Moderately means that given the number of teaching strategies in the teacher's edition/manual, this aspect is represented by an occasional strategy.

Present means that this aspect is represented by a single strategy.

Not present means that this aspect is not represented.

	Teacher's Edition ***Implementation Strategies***											
	Extent included											
	Grade 9				*Grade 11*				*Grade 11*			
	Substantially	*Moderately*	*Present*	*Not present*	*Substantially*	*Moderately*	*Present*	*Not present*	*Substantially*	*Moderately*	*Present*	*Not present*
A. Providing Integrated Instruction in the Language Arts for Students with Special Needs												
1. Are there recommendations for meeting the needs of limited-English-proficient students? (Standard 10, subtopics 4 and 10; *Framework*, p. 45)				X				X				X
2. Are there recommendations for meeting the needs of students with different learning styles and abilities? (Standard 6, subtopics 1 through 4)	X				X				X			
B. Extending the Content Are there listings of supportive resources related to the content in this textbook or instructional material? (Standards 4 and 7)	X				X				X			
C. Evaluating Students' Progress Are there techniques for evaluating students' progress that complement and extend the integrated nature of the learning process; e.g., portfolio collections of samples of students' writing, self-assessments, and peer assessments? (*Framework*, p. 45)				X				X				X

Publisher	Titles	Copyright
Houghton Mifflin Company	*Grade nine* ***Grammar and Composition, Third Course****	*1986*
	Grade eleven ***Grammar and Composition, Fifth Course***	*1986*

I. English/Language Arts Model Curriculum Standards' Focuses: Student's Edition/Teacher's Edition

Definition of Terms
Extent Included

Given the number of literary works/lessons in the textbook/instructional material:

Substantially means that this aspect is represented by many examples.

Moderately means that this aspect is represented by occasional examples.

Present means that this aspect is represented by a single example.

Not present means that this aspect is not represented.

	Grade nine ***Grammar and Composition, Third Course***								*Grade eleven* ***Grammar and Composition, Fifth Course***							
	Extent included								*Extent included*							
	Student's edition				*Teacher's edition/manual*				*Student's edition*				*Teacher's edition/manual*			
	Substantially	*Moderately*	*Present*	*Not present*	*Substantially*	*Moderately*	*Present*	*Not present*	*Substantially*	*Moderately*	*Present*	*Not present*	*Substantially*	*Moderately*	*Present*	*Not present*
A. Comprehending Literature																
1. *Content* (Explanations addressed to the students)																
a. Do the literary works engage students in reflecting on ethical, aesthetic, or cultural values and on social or political issues? (Standards 1 and 2; *Framework*, p. 42)†		X				X				X				X		
b. Are multiple points of view illustrated or expressed regarding these values and issues? (Standard 2)		X				X				X				X		
c. Are these genres represented; e.g., novel, drama, short story, poetry, essay, biography, and speeches? (Standards 4 and 7)		X				X				X				X		
d. Are the following aspects of diversity represented:																
• Points of view of women and minorities? (Standard 4, subtopic 6)	X				X				X				X			

*See the Appendix for the publisher's description of these textbooks.

†The references to "Standards" may be found in the *Model Curriculum Standards: Grades Nine Through Twelve*, and those to the *Framework* may be found in the *English-Language Arts Framework for California Public Schools*, both published by the California State Department of Education (see pages 165 and 166 for ordering information).

PUBLISHER	TITLES	COPYRIGHT
Houghton Mifflin Company	*Grade nine* ***Grammar and Composition, Third Course***	*1986*
	Grade eleven ***Grammar and Composition, Fifth Course***	*1986*

I. ENGLISH/LANGUAGE ARTS MODEL CURRICULUM STANDARDS' FOCUSES: STUDENT'S EDITION/TEACHER'S EDITION—Continued

DEFINITION OF TERMS
Extent Included

Given the number of literary works/lessons in the textbook/instructional material:

Substantially means that this aspect is represented by many examples.

Moderately means that this aspect is represented by occasional examples.

Present means that this aspect is represented by a single example.

Not present means that this aspect is not represented.

	Grade nine ***Grammar and Composition, Third Course***								*Grade eleven* ***Grammar and Composition, Fifth Course***							
	Extent included								*Extent included*							
	Student's edition				*Teacher's edition/manual*				*Student's edition*				*Teacher's edition/manual*			
	Substantially	*Moderately*	*Present*	*Not present*	*Substantially*	*Moderately*	*Present*	*Not present*	*Substantially*	*Moderately*	*Present*	*Not present*	*Substantially*	*Moderately*	*Present*	*Not present*
A. Comprehending Literature—Continued																
• Selections which deal with varied, specific socioeconomic groups in terms of setting, characterization, plot, theme, and point of view? (Standard 4, subtopic 2)		X				X				X				X		
e. Are perspectives of other disciplines represented such as science, history-social science, mathematics, or visual and performing arts? (Standard 8)	X				X				X				X			
f. Are lessons included that:																
• Instruct students in how to use higher-level thinking skills? (Standard 6)	X				X				X				X			
• Encourage students to link information learned in a previous lesson with the next lesson? (Standard 5 and 6)	X				X				X				X			

A. Comprehending Literature—Continued																
g. Are students instructed in how to make the words they encounter during reading a part of their vocabulary? (*Framework*, p. 43)		X				X				X				X		
2. *Process* (Activities that encourage students to interact with the content)																
a. Are there literature-based activities that guide students to a new understanding of themselves and the world around them? (Standard 1, subtopics 1 and 2; *Framework*, p. 42)		X				X				X				X		
b. Are there activities which help students integrate the language arts by connecting:																
• Their prior experiences and prior knowledge to each literary work included in this textbook or material? (Standard 6)		X				X				X				X		
• Ideas in each literary work included in this textbook or material to other works they have read? (Standard 5, subtopics 4 and 5) (Higher-Level Comprehension)		X				X				X				X		
c. Are there activities that focus students on developing higher levels of comprehension? (Standard 6)	X					X			X				X			
B. Integrating Instruction in the Language Arts																
1. *Content* (Explanations addressed to the students)																
a. Does writing as a process include explanations of:																
• Prewriting?	X				X				X				X			
• Drafting?	X				X				X				X			
• Revising?	X				X				X				X			
• Editing?	X				X				X				X			
• Postwriting? (Standard 11)		X				X					X			X		
• Evaluation? (Standard 10, subtopic 8; *Framework*, p. 43)	X				X				X				X			
b. Are there literary models for writing? (Standard 12, subtopic 2)		X				X			X				X			
c. Are grammar, mechanics, and usage taught in the context of writing? (Standard 14, subtopic 3)		X				X				X				X		

PUBLISHER	TITLES	COPYRIGHT
Houghton Mifflin Company	*Grade nine* ***Grammar and Composition, Third Course***	*1986*
	Grade eleven ***Grammar and Composition, Fifth Course***	*1986*

I. ENGLISH/LANGUAGE ARTS MODEL CURRICULUM STANDARDS' FOCUSES: STUDENT'S EDITION/TEACHER'S EDITION—Continued

DEFINITION OF TERMS
Extent Included

Given the number of literary works/lessons in the textbook/instructional material:

Substantially means that this aspect is represented by many examples.

Moderately means that this aspect is represented by occasional examples.

Present means that this aspect is represented by a single example.

Not present means that this aspect is not represented.

	Grade nine ***Grammar and Composition, Third Course***								*Grade eleven* ***Grammar and Composition, Fifth Course***							
	Extent included								*Extent included*							
	Student's edition				*Teacher's edition/manual*				*Student's edition*				*Teacher's edition/manual*			
	Substantially	*Moderately*	*Present*	*Not present*	*Substantially*	*Moderately*	*Present*	*Not present*	*Substantially*	*Moderately*	*Present*	*Not present*	*Substantially*	*Moderately*	*Present*	*Not present*
B. Integrating Instruction in the Language Arts—Continued																
d. Are there writing lessons that provide instruction in real-world writing, such as journals, memoirs, expository writing, argumentation, investigative reports, papers using books and other sources about topics of interest to students, and stories and poems? (Standard 10, subtopics 1, 3, 5, and 6; Standard 12, subtopic 3)	X				X				X				X			
e. Are there lessons on speaking and listening that provide instruction on preparing, delivering, and evaluating forms of oral language experiences for different purposes and audiences? (Standard 15)	X				X				X				X			
2. *Process* (Activities that encourage students to interact with the content)																
a. Are there activities that help students to learn about the following aspects of the writing process:																
• Are students helped to generate ideas about which to write? (Standard 11, subtopic 2)	X				X				X				X			

B. Integrating Instruction in the Language Arts—Continued																
• Are students provided guidance for "reseeing" and "rethinking" what they have written? (Standard 11, stage 3 "Revising")	X				X				X				X			
• Are students helped to separate drafting and revision from editing and proofreading? (Standard 11, stages 3 and 4)	X				X				X				X			
• Are students provided guidance to help them use resources or references selectively to meet their editing needs? (Standard 10, subtopic 9; Standard 11, stage 4 "Editing")	X				X				X				X			
• Are students guided through the writing of complete pieces of discourse as they respond to assignments? (Standard 10, subtopic 3)	X				X				X				X			
b. Are there activities which help students to integrate the language arts by connecting their experiences with some writing assignments? (Standard 1, subtopics 1 and 2)		X				X			X				X			
c. Are there activities that help students to tailor writing and speaking to meet the needs of different audiences, including teachers and peers? (Standard 11, subtopic 2; Standard 16, subtopic 7)	X				X				X				X			
d. Are there activities that help students to examine and use different voices and styles in writing and speaking? (Standard 13; Standard 16, subtopic 7)		X				X				X				X		
e. Are students asked to read and listen to the kinds of writing and speaking they are assigned? (Standard 1, subtopic 4, under both aesthetic and cultural values)		X				X				X				X		
f. Are ideas provided for students to publish or perform their work or respond to other students' works? (Standard 11, stage 5 "Postwriting"; Standard 16, subtopic 7)		X				X				X				X		
g. Are there activities that help students assess the quality of:																
• Their own writing using criteria established for each assignment? (Standard 10, subtopic 8)	X				X				X				X			
• Their own speeches? (Standard 17, subtopic 1)	X				X					X				X		
h. Are there activities that help students to integrate the language arts in order to:																
• Explain the significance of a personal experience? (Standard 6)	X				X				X				X			

PUBLISHER	TITLES	COPYRIGHT
Houghton Mifflin Company	*Grade nine* ***Grammar and Composition, Third Course***	*1986*
	Grade eleven ***Grammar and Composition, Fifth Course***	*1986*

I. ENGLISH/LANGUAGE ARTS MODEL CURRICULUM STANDARDS' FOCUSES: STUDENT'S EDITION/TEACHER'S EDITION—Continued

DEFINITION OF TERMS
Extent Included

Given the number of literary works/lessons in the textbook/instructional material:

Substantially means that this aspect is represented by many examples.

Moderately means that this aspect is represented by occasional examples.

Present means that this aspect is represented by a single example.

Not present means that this aspect is not represented.

	Grade nine ***Grammar and Composition, Third Course***								*Grade eleven* ***Grammar and Composition, Fifth Course***							
	Extent included								*Extent included*							
	Student's edition				*Teacher's edition/manual*				*Student's edition*				*Teacher's edition/manual*			
	Substantially	*Moderately*	*Present*	*Not present*	*Substantially*	*Moderately*	*Present*	*Not present*	*Substantially*	*Moderately*	*Present*	*Not present*	*Substantially*	*Moderately*	*Present*	*Not present*
B. Integrating Instruction in Language Arts—Continued																
• Set forth an opinion and defend it? (Standard 18)	X				X				X				X			
• Explain a concept? (Standard 11, stage 2 "Drafting/Writing," subtopic 1b)	X				X				X				X			
• Interpret a literary work and defend their interpretations? (Standard 9, subtopic 6)			X				X		X				X			
• Create stories and poems? (Standard 12, subtopic 2; Standard 13, subtopic 3)		X				X				X				X		
C. Language Study																
1. *Content* (Explanations addressed to the students) Are lessons included on:																
• Vocabulary study from context clues? (Standard 21)	X				X				X				X			

C. Language Study—Continued																
• The history of the English language and its dialects? (Standard 14, subtopic 5)				X				X	X				X			
• Etymology, the roots and histories of words? (Standard 22)			X				X		X				X			
2. *Process* (Activities that encourage students to interact with the content)																
Are there activities which encourage students to participate in word study connected to their listening, speaking, reading, or writing? (*Framework*, p. 43)		X				X			X				X			
D. Learning to Learn Strategies																
1. *Content* (Explanations addressed to the students)																
Are lessons included that:																
• Instruct students on how to participate in small-group discussions; e.g., speaking to a purpose, listening actively, eliciting responses, and giving constructive suggestions? (Standard 17, subtopic 3)	X				X							X		X		
2. *Process* (Activities that encourage students to interact with the content)																
Are there activities that call for students to work in:																
• Large groups?		X				X				X				X		
• Small groups?				X		X						X		X		
• Pairs? (Standard 11, stage 3 "Revising"; Standard 17, subtopic 3)			X			X				X				X		

PUBLISHER	TITLES	COPYRIGHT
Houghton Mifflin Company	*Grade nine* ***Grammar and Composition, Third Course***	*1986*
	Grade eleven ***Grammar and Composition, Fifth Course***	*1986*

II. ENGLISH/LANGUAGE ARTS MODEL CURRICULUM STANDARDS' FOCUSES: TEACHER'S EDITION

(Additional Process [Implementation] Strategies)

DEFINITION OF TERMS

Extent Included

Substantially means that given the number of teaching strategies in the teacher's edition/manual, this aspect is represented in many strategies which are embedded throughout the teacher's edition/manual.

Moderately means that given the number of teaching strategies in the teacher's edition/manual, this aspect is represented by an occasional strategy.

Present means that this aspect is represented by a single strategy.

Not present means that this aspect is not represented.

	Teacher's Edition Implementation Strategies							
	Extent included							
	Grade 9				*Grade 11*			
	Substantially	*Moderately*	*Present*	*Not present*	*Substantially*	*Moderately*	*Present*	*Not present*
A. Providing Integrated Instruction in the Language Arts for Students with Special Needs								
1. Are there recommendations for meeting the needs of limited-English-proficient students? (Standard 10, subtopics 4 and 10; *Framework*, p. 45)				X				X
2. Are there recommendations for meeting the needs of students with different learning styles and abilities? (Standard 6, subtopics 1 through 4)		X				X		
B. Extending the Content								
Are there listings of supportive resources related to the content in this textbook or instructional material? (Standards 4 and 7)	X				X			
C. Evaluating Students' Progress								
Are there techniques for evaluating students' progress that complement and extend the integrated nature of the learning process; e.g., portfolio collections of samples of students' writing, self-assessments, and peer assessments? (*Framework*, p. 45)		X				X		

Publisher	Titles	Copyright
McDougal, Littell & Company	*Grade nine* ***Building English Skills, Orange Level**** *Grade eleven* ***Building English Skills, Yellow Level***	***1985*** ***1985***

I. English/Language Arts Model Curriculum Standards' Focuses: Student's Edition/Teacher's Edition

Definition of Terms
Extent Included

Given the number of literary works/lessons in the textbook/instructional material:

Substantially means that this aspect is represented by many examples.

Moderately means that this aspect is represented by occasional examples.

Present means that this aspect is represented by a single example.

Not present means that this aspect is not represented.

	Grade nine ***Building English Skills, Orange Level***								*Grade eleven* ***Building English Skills, Yellow Level***							
	Extent included								*Extent included*							
	Student's edition				*Teacher's edition/manual*				*Student's edition*				*Teacher's edition/manual*			
	Substantially	*Moderately*	*Present*	*Not present*	*Substantially*	*Moderately*	*Present*	*Not present*	*Substantially*	*Moderately*	*Present*	*Not present*	*Substantially*	*Moderately*	*Present*	*Not present*
A. Comprehending Literature																
1. *Content* (Explanations addressed to the students)																
a. Do the literary works engage students in reflecting on ethical, aesthetic, or cultural values and on social or political issues? (Standards 1 and 2; *Framework*, p. 42)†		X				X				X				X		
b. Are multiple points of view illustrated or expressed regarding these values and issues? (Standard 2)		X				X				X				X		
c. Are these genres represented; e.g., novel, drama, short story, poetry, essay, biography, and speeches? (Standards 4 and 7)		X				X				X				X		
d. Are the following aspects of diversity represented:																
• Points of view of women and minorities? (Standard 4, subtopic 6)		X				X				X				X		

*See the Appendix for the publisher's description of these textbooks.

†The references to "Standards" may be found in the *Model Curriculum Standards: Grades Nine Through Twelve*, and those to the *Framework* may be found in the *English-Language Arts Framework for California Public Schools*, both published by the California State Department of Education (see pages 165 and 166 for ordering information).

PUBLISHER	TITLES	COPYRIGHT
McDougal, Littell & Company	*Grade nine* ***Building English Skills, Orange Level***	*1985*
	Grade eleven ***Building English Skills, Yellow Level***	*1985*

I. ENGLISH/LANGUAGE ARTS MODEL CURRICULUM STANDARDS' FOCUSES: STUDENT'S EDITION/TEACHER'S EDITION—Continued

DEFINITION OF TERMS

Extent Included

Given the number of literary works/lessons in the textbook/instructional material:

Substantially means that this aspect is represented by many examples.

Moderately means that this aspect is represented by occasional examples.

Present means that this aspect is represented by a single example.

Not present means that this aspect is not represented.

	Grade nine ***Building English Skills, Orange Level***								*Grade eleven* ***Building English Skills, Yellow Level***							
	Extent included								*Extent included*							
	Student's edition				*Teacher's edition/manual*				*Student's edition*				*Teacher's edition/manual*			
	Substantially	*Moderately*	*Present*	*Not present*	*Substantially*	*Moderately*	*Present*	*Not present*	*Substantially*	*Moderately*	*Present*	*Not present*	*Substantially*	*Moderately*	*Present*	*Not present*
A. Comprehending Literature—Continued																
• Selections which deal with varied, specific socioeconomic groups in terms of setting, characterization, plot, theme, and point of view? (Standard 4, subtopic 2)		X				X				X				X		
e. Are perspectives of other disciplines represented such as science, history-social science, mathematics, or visual and performing arts? (Standard 8)		X				X			X				X			
f. Are lessons included that:																
• Instruct students in how to use higher-level thinking skills? (Standard 6)		X				X				X			X			
• Encourage students to link information learned in a previous lesson with the next lesson? (Standards 5 and 6)	X				X				X				X			

A. Comprehending Literature—Continued																
g. Are students instructed in how to make the words they encounter during reading a part of their vocabulary? (*Framework*, p. 43)		X				X				X				X		
2. *Process* (Activities that encourage students to interact with the content)																
a. Are there literature-based activities that guide students to a new understanding of themselves and the world around them? (Standard 1, subtopics 1 and 2; *Framework*, p. 42)		X				X				X				X		
b. Are there activities which help students integrate the language arts by connecting:																
• Their prior experiences and prior knowledge to each literary work included in this textbook or material? (Standard 6)				X				X				X				X
• Ideas in each literary work included in this textbook or material to other works they have read? (Standard 5, subtopics 4 and 5) (Higher-Level Comprehension)				X				X				X				X
c. Are there activities that focus students on developing higher levels of comprehension? (Standard 6)	X				X					X			X			
B. Integrating Instruction in the Language Arts																
1. *Content* (Explanations addressed to the students)																
a. Does writing as a process include explanations of:																
• Prewriting?	X				X				X				X			
• Drafting?	X				X				X				X			
• Revising?	X				X				X				X			
• Editing?	X				X				X				X			
• Postwriting? (Standard 11)		X			X				X				X			
• Evaluation? (Standard 10, subtopic 8; *Framework*, p. 43)		X			X					X				X		
b. Are there literary models for writing? (Standard 12, subtopic 2)		X				X				X				X		
c. Are grammar, mechanics, and usage taught in the context of writing? (Standard 14, subtopic 3)	X				X					X				X		

PUBLISHER	TITLES	COPYRIGHT
McDougal, Littell & Company	*Grade nine* ***Building English Skills, Orange Level***	***1985***
	Grade eleven ***Building English Skills, Yellow Level***	***1985***

I. ENGLISH/LANGUAGE ARTS MODEL CURRICULUM STANDARDS' FOCUSES: STUDENT'S EDITION/TEACHER'S EDITION—Continued

DEFINITION OF TERMS
Extent Included

Given the number of literary works/lessons in the textbook/instructional material:

Substantially means that this aspect is represented by many examples.

Moderately means that this aspect is represented by occasional examples.

Present means that this aspect is represented by a single example.

Not present means that this aspect is not represented.

	Grade nine ***Building English Skills, Orange Level***								*Grade eleven* ***Building English Skills, Yellow Level***							
	Extent included								*Extent included*							
	Student's edition				*Teacher's edition/manual*				*Student's edition*				*Teacher's edition/manual*			
	Substantially	*Moderately*	*Present*	*Not present*	*Substantially*	*Moderately*	*Present*	*Not present*	*Substantially*	*Moderately*	*Present*	*Not present*	*Substantially*	*Moderately*	*Present*	*Not present*
B. Integrating Instruction in the Language Arts—Continued																
d. Are there writing lessons that provide instruction in real-world writing, such as journals, memoirs, expository writing, argumentation, investigative reports, papers using books and other sources about topics of interest to students, and stories and poems? (Standard 10, subtopics 1, 3, 5, and 6; Standard 12, subtopic 3)	X				X				X				X			
e. Are there lessons on speaking and listening that provide instruction on preparing, delivering, and evaluating forms of oral language experiences for different purposes and audiences? (Standard 15)	X				X					X				X		
2. *Process* (Activities that encourage students to interact with the content)																
a. Are there activities that help students to learn about the following aspects of the writing process:																
• Are students helped to generate ideas about which to write? (Standard 11, subtopic 2)	X				X				X					X		

B. Integrating Instruction in the Language Arts—Continued																
• Are students provided guidance for "reseeing" and "rethinking" what they have written? (Standard 11, stage 3 "Revising")	X				X				X				X			
• Are students helped to separate drafting and revision from editing and proofreading? (Standard 11, stages 3 and 4)	X				X				X				X			
• Are students provided guidance to help them use resources or references selectively to meet their editing needs? (Standard 10, subtopic 9; Standard 11, stage 4 "Editing")	X				X				X				X			
• Are students guided through the writing of complete pieces of discourse as they respond to assignments? (Standard 10, subtopic 3)	X				X				X				X			
b. Are there activities which help students to integrate the language arts by connecting their experiences with some writing assignments? (Standard 1, subtopics 1 and 2)	X				X				X				X			
c. Are there activities that help students to tailor writing and speaking to meet the needs of different audiences, including teachers and peers? (Standard 11, subtopic 2; Standard 16, subtopic 7)	X				X				X				X			
d. Are there activities that help students to examine and use different voices and styles in writing and speaking? (Standard 13; Standard 16, subtopic 7)	X				X				X				X			
e. Are students asked to read and listen to the kinds of writing and speaking they are assigned? (Standard 1, subtopic 4, under both aesthetic and cultural values)	X				X				X				X			
f. Are ideas provided for students to publish or perform their work or respond to other students' works? (Standard 11, stage 5 "Postwriting"; Standard 16, subtopic 7)		X			X							X		X		
g. Are there activities that help students assess the quality of:																
• Their own writing using criteria established for each assignment? (Standard 10, subtopic 8)		X					X		X				X			
• Their own speeches? (Standard 17, subtopic 1)		X					X			X				X		
h. Are there activities that help students to integrate the language arts in order to:																
• Explain the significance of a personal experience? (Standard 6)	X				X					X				X		

PUBLISHER	TITLES	COPYRIGHT
McDougal, Littell & Company	*Grade nine* ***Building English Skills, Orange Level***	*1985*
	Grade eleven ***Building English Skills, Yellow Level***	*1985*

I. ENGLISH/LANGUAGE ARTS MODEL CURRICULUM STANDARDS' FOCUSES: STUDENT'S EDITION/TEACHER'S EDITION—Continued

DEFINITION OF TERMS
Extent Included

Given the number of literary works/lessons in the textbook/instructional material:

Substantially means that this aspect is represented by many examples.

Moderately means that this aspect is represented by occasional examples.

Present means that this aspect is represented by a single example.

Not present means that this aspect is not represented.

	Grade nine ***Building English Skills, Orange Level***								*Grade eleven* ***Building English Skills, Yellow Level***							
	Extent included								*Extent included*							
	Student's edition				*Teacher's edition/manual*				*Student's edition*				*Teacher's edition/manual*			
	Substantially	*Moderately*	*Present*	*Not present*	*Substantially*	*Moderately*	*Present*	*Not present*	*Substantially*	*Moderately*	*Present*	*Not present*	*Substantially*	*Moderately*	*Present*	*Not present*
B. Integrating Instruction in Language Arts—Continued																
• Set forth an opinion and defend it? (Standard 18)		X				X				X				X		
• Explain a concept? (Standard 11, stage 2 "Drafting/Writing," subtopic 1b)		X				X				X				X		
• Interpret a literary work and defend their interpretations? (Standard 9, subtopic 6)		X				X						X				X
• Create stories and poems? (Standard 12, subtopic 2; Standard 13, subtopic 3)	X				X						X				X	
C. Language Study																
1. *Content* (Explanations addressed to the students)																
Are lessons included on:																
• Vocabulary study from context clues? (Standard 21)	X				X				X				X			

C. Language Study—Continued																
• The history of the English language and its dialects? (Standard 14, subtopic 5)	X				X				X				X			
• Etymology, the roots and histories of words? (Standard 22)	X				X				X				X			
2. *Process* (Activities that encourage students to interact with the content)																
Are there activities which encourage students to participate in word study connected to their listening, speaking, reading, or writing? (*Framework*, p. 43)	X				X				X				X			
D. Learning to Learn Strategies																
1. *Content* (Explanations addressed to the students)																
Are lessons included that:																
• Instruct students on how to participate in small-group discussions; e.g., speaking to a purpose, listening actively, eliciting responses, and giving constructive suggestions? (Standard 17, subtopic 3)				X	X					X				X		
2. *Process* (Activities that encourage students to interact with the content)																
Are there activities that call for students to work in:																
• Large groups?	X				X				X				X			
• Small groups?		X			X					X			X			
• Pairs? (Standard 11, stage 3 "Revising"; Standard 17, subtopic 3)		X			X					X			X			

PUBLISHER	TITLES	COPYRIGHT
McDougal, Littell & Company	*Grade nine* ***Building English Skills, Orange Level***	*1985*
	Grade eleven ***Building English Skills, Yellow Level***	*1985*

II. ENGLISH/LANGUAGE ARTS MODEL CURRICULUM STANDARDS' FOCUSES: TEACHER'S EDITION

(Additional Process [Implementation] Strategies)

DEFINITION OF TERMS

Extent Included

Substantially means that given the number of teaching strategies in the teacher's edition/manual, this aspect is represented in many strategies which are embedded throughout the teacher's edition/manual.

Moderately means that given the number of teaching strategies in the teacher's edition/manual, this aspect is represented by an occasional strategy.

Present means that this aspect is represented by a single strategy.

Not present means that this aspect is not represented.

	Teacher's Edition Implementation Strategies — *Extent included*							
	Grade 9				*Grade 11*			
	Substantially	*Moderately*	*Present*	*Not present*	*Substantially*	*Moderately*	*Present*	*Not present*
A. Providing Integrated Instruction in the Language Arts for Students with Special Needs								
1. Are there recommendations for meeting the needs of limited-English-proficient students? (Standard 10, subtopics 4 and 10; *Framework*, p. 45)	X				X			
2. Are there recommendations for meeting the needs of students with different learning styles and abilities? (Standard 6, subtopics 1 through 4)	X				X			
B. Extending the Content								
Are there listings of supportive resources related to the content in this textbook or instructional material? (Standards 4 and 7)	X				X			
C. Evaluating Students' Progress								
Are there techniques for evaluating students' progress that complement and extend the integrated nature of the learning process; e.g., portfolio collections of samples of students' writing, self-assessments, and peer assessments? (*Framework*, p. 45)		X				X		

177

179

PUBLISHER	TITLES	COPYRIGHT
McDougal, Littell & Company	*Grade nine* *McDougal, Littell Literature, Orange Level**	*1987*
	Grade eleven *McDougal, Littell Literature, Yellow Level*	*1987*

I. ENGLISH/LANGUAGE ARTS MODEL CURRICULUM STANDARDS' FOCUSES: STUDENT'S EDITION/TEACHER'S EDITION

DEFINITION OF TERMS
Extent Included

Given the number of literary works/lessons in the textbook/instructional material:

Substantially means that this aspect is represented by many examples.

Moderately means that this aspect is represented by occasional examples.

Present means that this aspect is represented by a single example.

Not present means that this aspect is not represented.

	Grade nine *McDougal, Littell Literature—Orange Level*								*Grade eleven* *McDougal, Littell Literature—Yellow Level*							
	Extent included								*Extent included*							
	Student's edition				*Teacher's edition/manual*				*Student's edition*				*Teacher's edition/manual*			
	Substantially	*Moderately*	*Present*	*Not present*	*Substantially*	*Moderately*	*Present*	*Not present*	*Substantially*	*Moderately*	*Present*	*Not present*	*Substantially*	*Moderately*	*Present*	*Not present*
A. Comprehending Literature																
1. *Content* (Explanations addressed to the students)																
a. Do the literary works engage students in reflecting on ethical, aesthetic, or cultural values and on social or political issues? (Standards 1 and 2; *Framework*, p. 42)†	X				X				X				X			
b. Are multiple points of view illustrated or expressed regarding these values and issues? (Standard 2)	X				X				X				X			
c. Are these genres represented; e.g., novel, drama, short story, poetry, essay, biography, and speeches? (Standards 4 and 7)	X				X				X				X			
d. Are the following aspects of diversity represented:																
• Points of view of women and minorities? (Standard 4, subtopic 6)	X				X				X				X			

*See the Appendix for the publisher's description of these textbooks.

†The references to "Standards" may be found in the *Model Curriculum Standards: Grades Nine Through Twelve*, and those to the *Framework* may be found in the *English-Language Arts Framework for California Public Schools*, both published by the California State Department of Education (see pages 165 and 166 for ordering information).

PUBLISHER	TITLES	COPYRIGHT
McDougal, Littell & Company	*Grade nine* ***McDougal, Littell Literature, Orange Level***	*1987*
	Grade eleven ***McDougal, Littell Literature, Yellow Level***	*1987*

I. ENGLISH/LANGUAGE ARTS MODEL CURRICULUM STANDARDS' FOCUSES: STUDENT'S EDITION/TEACHER'S EDITION—Continued

DEFINITION OF TERMS

Extent Included

Given the number of literary works/lessons in the textbook/instructional material:

Substantially means that this aspect is represented by many examples.

Moderately means that this aspect is represented by occasional examples.

Present means that this aspect is represented by a single example.

Not present means that this aspect is not represented.

	Grade nine ***McDougal, Littell Literature—Orange Level***								*Grade eleven* ***McDougal, Littell Literature—Yellow Level***							
	Extent included								*Extent included*							
	Student's edition				*Teacher's edition/manual*				*Student's edition*				*Teacher's edition/manual*			
	Substantially	*Moderately*	*Present*	*Not present*	*Substantially*	*Moderately*	*Present*	*Not present*	*Substantially*	*Moderately*	*Present*	*Not present*	*Substantially*	*Moderately*	*Present*	*Not present*
A. Comprehending Literature—Continued																
• Selections which deal with varied, specific socioeconomic groups in terms of setting, characterization, plot, theme, and point of view? (Standard 4, subtopic 2)	X				X				X				X			
e. Are perspectives of other disciplines represented such as science, history–social science, mathematics, or visual and performing arts? (Standard 8)		X				X				X				X		
f. Are lessons included that:																
• Instruct students in how to use higher-level thinking skills? (Standard 6)	X				X				X				X			
• Encourage students to link information learned in a previous lesson with the next lesson? (Standards 5 and 6)		X				X				X				X		

A. Comprehending Literature—Continued																		
g. Are students instructed in how to make the words they encounter during reading a part of their vocabulary? (*Framework*, p. 43)		X				X			X				X					
2. *Process* (Activities that encourage students to interact with the content)																		
a. Are there literature-based activities that guide students to a new understanding of themselves and the world around them? (Standard 1, subtopics 1 and 2; *Framework*, p. 42)	X				X				X				X					
b. Are there activities which help students integrate the language arts by connecting:																		
• Their prior experiences and prior knowledge to each literary work included in this textbook or material? (Standard 6)	X				X				X				X					
• Ideas in each literary work included in this textbook or material to other works they have read? (Standard 5, subtopics 4 and 5) (Higher-Level Comprehension)		X				X				X				X				
c. Are there activities that focus students on developing higher levels of comprehension? (Standard 6)	X				X				X				X					
B. Integrating Instruction in the Language Arts																		
1. *Content* (Explanations addressed to the students)																		
a. Does writing as a process include explanations of:																		
• Prewriting?	X				X				X				X					
• Drafting?	X				X				X				X					
• Revising?	X				X				X							X		
• Editing?	X				X				X							X		
• Postwriting? (Standard 11)	X				X						X			X				
• Evaluation? (Standard 10, subtopic 8; *Framework*, p. 43)				X			X					X				X		
b. Are there literary models for writing? (Standard 12, subtopic 2)	X				X				X				X					
c. Are grammar, mechanics, and usage taught in the context of writing? (Standard 14, subtopic 3)		X						X			X			X				

PUBLISHER	TITLES	COPYRIGHT
McDougal, Littell & Company	*Grade nine* ***McDougal, Littell Literature, Orange Level***	***1987***
	Grade eleven ***McDougal, Littell Literature, Yellow Level***	***1987***

I. ENGLISH/LANGUAGE ARTS MODEL CURRICULUM STANDARDS' FOCUSES: STUDENT'S EDITION/TEACHER'S EDITION—Continued

DEFINITION OF TERMS
Extent Included

Given the number of literary works/lessons in the textbook/instructional material:

Substantially means that this aspect is represented by many examples.

Moderately means that this aspect is represented by occasional examples.

Present means that this aspect is represented by a single example.

Not present means that this aspect is not represented.

	Grade nine ***McDougal, Littell Literature—Orange Level***								*Grade eleven* ***McDougal, Littell Literature—Yellow Level***							
	Extent included								*Extent included*							
	Student's edition				*Teacher's edition/manual*				*Student's edition*				*Teacher's edition/manual*			
	Substantially	*Moderately*	*Present*	*Not present*	*Substantially*	*Moderately*	*Present*	*Not present*	*Substantially*	*Moderately*	*Present*	*Not present*	*Substantially*	*Moderately*	*Present*	*Not present*
B. Integrating Instruction in the Language Arts—Continued																
d. Are there writing lessons that provide instruction in real-world writing, such as journals, memoirs, expository writing, argumentation, investigative reports, papers using books and other sources about topics of interest to students, and stories and poems? (Standard 10, subtopics 1, 3, 5, and 6; Standard 12, subtopic 3)	X				X				X				X			
e. Are there lessons on speaking and listening that provide instruction on preparing, delivering, and evaluating forms of oral language experiences for different purposes and audiences? (Standard 15)			X		X							X				X
2. *Process* (Activities that encourage students to interact with the content)																
a. Are there activities that help students to learn about the following aspects of the writing process:																
• Are students helped to generate ideas about which to write? (Standard 11, subtopic 2)	X				X				X				X			

B. Integrating Instruction in the Language Arts—Continued																
• Are students provided guidance for "reseeing" and "rethinking" what they have written? (Standard 11, stage 3 "Revising")		X				X				X				X		
• Are students helped to separate drafting and revision from editing and proofreading? (Standard 11, stages 3 and 4)		X				X				X				X		
• Are students provided guidance to help them use resources or references selectively to meet their editing needs? (Standard 10, subtopic 9; Standard 11, stage 4 "Editing")		X				X					X			X		
• Are students guided through the writing of complete pieces of discourse as they respond to assignments? (Standard 10, subtopic 3)	X				X					X						X
b. Are there activities which help students to integrate the language arts by connecting their experiences with some writing assignments? (Standard 1, subtopics 1 and 2)	X				X				X				X			
c. Are there activities that help students to tailor writing and speaking to meet the needs of different audiences, including teachers and peers? (Standard 11, subtopic 2; Standard 16, subtopic 7)			X				X			X				X		
d. Are there activities that help students to examine and use different voices and styles in writing and speaking? (Standard 13; Standard 16, subtopic 7)		X				X			X				X			
e. Are students asked to read and listen to the kinds of writing and speaking they are assigned? (Standard 1, subtopic 4, under both aesthetic and cultural values)		X			X				X				X			
f. Are ideas provided for students to publish or perform their work or respond to other students' works? (Standard 11, stage 5 "Postwriting"; Standard 16, subtopic 7)			X			X						X		X		
g. Are there activities that help students assess the quality of:																
• Their own writing using criteria established for each assignment? (Standard 10, subtopic 8)				X			X					X				X
• Their own speeches? (Standard 17, subtopic 1)				X			X					X				X
h. Are there activities that help students to integrate the language arts in order to:																
• Explain the significance of a personal experience? (Standard 6)		X			X				X				X			

Publisher	Titles	Copyright
McDougal, Littell & Company	*Grade nine* ***McDougal, Littell Literature, Orange Level***	*1987*
	Grade eleven ***McDougal, Littell Literature, Yellow Level***	*1987*

I. English/Language Arts Model Curriculum Standards' Focuses: Student's Edition/Teacher's Edition—Continued

Definition of Terms
Extent Included

Given the number of literary works/lessons in the textbook/instructional material:

Substantially means that this aspect is represented by many examples.

Moderately means that this aspect is represented by occasional examples.

Present means that this aspect is represented by a single example.

Not present means that this aspect is not represented.

	Grade nine ***McDougal, Littell Literature—Orange Level***								*Grade eleven* ***McDougal, Littell Literature—Yellow Level***							
	Extent included								*Extent included*							
	Student's edition				*Teacher's edition/manual*				*Student's edition*				*Teacher's edition/manual*			
	Substantially	*Moderately*	*Present*	*Not present*	*Substantially*	*Moderately*	*Present*	*Not present*	*Substantially*	*Moderately*	*Present*	*Not present*	*Substantially*	*Moderately*	*Present*	*Not present*
B. Integrating Instruction in Language Arts—Continued																
• Set forth an opinion and defend it? (Standard 18)		X			X				X				X			
• Explain a concept? (Standard 11, stage 2 "Drafting/Writing," subtopic 1b)		X			X				X				X			
• Interpret a literary work and defend their interpretations? (Standard 9, subtopic 6)		X				X			X				X			
• Create stories and poems? (Standard 12, subtopic 2; Standard 13, subtopic 3)		X			X				X				X			
C. Language Study																
1. *Content* (Explanations addressed to the students) Are lessons included on:																
• Vocabulary study from context clues? (Standard 21)	X					X			X				X			

C. Language Study—Continued																	
• The history of the English language and its dialects? (Standard 14, subtopic 5)		X						X	X				X				
• Etymology, the roots and histories of words? (Standard 22)		X				X			X				X				
2. *Process* (Activities that encourage students to interact with the content) Are there activities which encourage students to participate in word study connected to their listening, speaking, reading, or writing? (*Framework*, p. 43)		X				X			X				X				
D. Learning to Learn Strategies																	
1. *Content* (Explanations addressed to the students) Are lessons included that:																	
• Instruct students on how to participate in small-group discussions; e.g., speaking to a purpose, listening actively, eliciting responses, and giving constructive suggestions? (Standard 17, subtopic 3)				X	X							X					X
2. *Process* (Activities that encourage students to interact with the content) Are there activities that call for students to work in:																	
• Large groups?	X				X				X				X				
• Small groups?			X		X							X		X			
• Pairs? (Standard 11, stage 3 "Revising"; Standard 17, subtopic 3)			X		X							X		X			

PUBLISHER	TITLES	COPYRIGHT
McDougal, Littell & Company	*Grade nine* ***McDougal, Littell Literature, Orange Level***	***1987***
	Grade eleven ***McDougal, Littell Literature, Yellow Level***	***1987***

II. ENGLISH/LANGUAGE ARTS MODEL CURRICULUM STANDARDS' FOCUSES: TEACHER'S EDITION

(Additional Process [Implementation] Strategies)

DEFINITION OF TERMS

Extent Included

Substantially means that given the number of teaching strategies in the teacher's edition/manual, this aspect is represented in many strategies which are embedded throughout the teacher's edition/manual.

Moderately means that given the number of teaching strategies in the teacher's edition/manual, this aspect is represented by an occasional strategy.

Present means that this aspect is represented by a single strategy.

Not present means that this aspect is not represented.

	Teacher's Edition Implementation Strategies — *Extent included*							
	Grade 9				*Grade 11*			
	Substantially	*Moderately*	*Present*	*Not present*	*Substantially*	*Moderately*	*Present*	*Not present*
A. Providing Integrated Instruction in the Language Arts for Students with Special Needs								
1. Are there recommendations for meeting the needs of limited-English-proficient students? (Standard 10, subtopics 4 and 10; *Framework*, p. 45)				X				X
2. Are there recommendations for meeting the needs of students with different learning styles and abilities? (Standard 6, subtopics 1 through 4)		X				X		
B. Extending the Content Are there listings of supportive resources related to the content in this textbook or instructional material? (Standards 4 and 7)		X			X			
C. Evaluating Students' Progress Are there techniques for evaluating students' progress that complement and extend the integrated nature of the learning process; e.g., portfolio collections of samples of students' writing, self-assessments, and peer assessments? (*Framework*, p. 45)			X					X

PUBLISHER	TITLES	COPYRIGHT
McGraw-Hill School Division	*Grade nine* ***Insights****	***1985***
	Grade eleven ***American Literature: A Chronological Approach***	***1985***
	Grade eleven ***American Literature: A Thematic Approach***	***1985***

I. ENGLISH/LANGUAGE ARTS MODEL CURRICULUM STANDARDS' FOCUSES: STUDENT'S EDITION/TEACHER'S EDITION

DEFINITION OF TERMS
Extent Included

Given the number of literary works/lessons in the textbook/instructional material:

Substantially means that this aspect is represented by many examples.

Moderately means that this aspect is represented by occasional examples.

Present means that this aspect is represented by a single example.

Not present means that this aspect is not represented.

	Grade nine ***Insights*** — *Extent included*								*Grade eleven* ***American Literature: A Chronological Approach*** — *Extent included*								*Grade eleven* ***American Literature: A Thematic Approach*** — *Extent included*							
	Student's edition				*Teacher's edition/manual*				*Student's edition*				*Teacher's edition/manual*				*Student's edition*				*Teacher's edition/manual*			
	Substantially	*Moderately*	*Present*	*Not present*	*Substantially*	*Moderately*	*Present*	*Not present*	*Substantially*	*Moderately*	*Present*	*Not present*	*Substantially*	*Moderately*	*Present*	*Not present*	*Substantially*	*Moderately*	*Present*	*Not present*	*Substantially*	*Moderately*	*Present*	*Not present*
A. Comprehending Literature																								
1. *Content* (Explanations addressed to the students)																								
a. Do the literary works engage students in reflecting on ethical, aesthetic, or cultural values and on social or political issues? (Standards 1 and 2; *Framework*, p. 42)†	X				X				X				X				X				X			
b. Are multiple points of view illustrated or expressed regarding these values and issues? (Standard 2)	X				X				X				X				X				X			

*See the Appendix for the publisher's description of these textbooks.

†The references to "Standards" may be found in the *Model Curriculum Standards: Grades Nine Through Twelve*, and those to the *Framework* may be found in the *English-Language Arts Framework for California Public Schools*, both published by the California State Department of Education (see pages 165 and 166 for ordering information).

PUBLISHER	TITLES	COPYRIGHT
McGraw-Hill School Division	*Grade nine* ***Insights***	*1985*
	Grade eleven ***American Literature: A Chronological Approach***	*1985*
	Grade eleven ***American Literature: A Thematic Approach***	*1985*

I. ENGLISH/LANGUAGE ARTS MODEL CURRICULUM STANDARDS' FOCUSES: STUDENT'S EDITION/TEACHER'S EDITION—Continued

DEFINITION OF TERMS

Extent Included

Given the number of literary works/lessons in the textbook/instructional material:

Substantially means that this aspect is represented by many examples.

Moderately means that this aspect is represented by occasional examples.

Present means that this aspect is represented by a single example.

Not present means that this aspect is not represented.

	Grade nine ***Insights***								*Grade eleven* ***American Literature: A Chronological Approach***								*Grade eleven* ***American Literature: A Thematic Approach***							
	Extent included								*Extent included*								*Extent included*							
	Student's edition				*Teacher's edition/manual*				*Student's edition*				*Teacher's edition/manual*				*Student's edition*				*Teacher's edition/manual*			
	Substantially	*Moderately*	*Present*	*Not present*	*Substantially*	*Moderately*	*Present*	*Not present*	*Substantially*	*Moderately*	*Present*	*Not present*	*Substantially*	*Moderately*	*Present*	*Not present*	*Substantially*	*Moderately*	*Present*	*Not present*	*Substantially*	*Moderately*	*Present*	*Not present*
A. Comprehending Literature—Continued																								
c. Are these genres represented; e.g., novel, drama, short story, poetry, essay, biography, and speeches? (Standards 4 and 7)	X				X				X				X				X				X			
d. Are the following aspects of diversity represented:																								
• Points of view of women and minorities? (Standard 4, subtopic 6)	X				X				X				X				X				X			
• Selections which deal with varied, specific socioeconomic groups in terms of setting, characterization, plot, theme, and point of view? (Standard 4, subtopic 2)	X				X				X				X				X				X			

A. Comprehending Literature—Continued																								
e. Are perspectives of other disciplines represented such as science, history–social science, mathematics, or visual and performing arts? (Standard 8)	X				X				X				X				X				X			
f. Are lessons included that:																								
• Instruct students in how to use higher-level thinking skills? (Standard 6)	X				X				X				X				X				X			
• Encourage students to link information learned in a previous lesson with the next lesson? (Standards 5 and 6)	X				X				X				X				X				X			
g. Are students instructed in how to make the words they encounter during reading a part of their vocabulary? (*Framework*, p. 43)	X				X				X				X				X				X			
2. *Process* (Activities that encourage students to interact with the content)																								
a. Are there literature-based activities that guide students to a new understanding of themselves and the world around them? (Standard 1, subtopics 1 and 2) (*Framework*, p. 42)	X				X				X				X				X				X			
b. Are there activities which help students integrate the language arts by connecting:																								
• Their prior experiences and prior knowledge to each literary work included in this textbook or material? (Standard 6)	X				X				X				X				X				X			
• Ideas in each literary work included in this textbook or material to other works they have read? (Standard 5, subtopics 4 and 5) (Higher-Level Comprehension)	X				X				X				X				X				X			

PUBLISHER	TITLES	COPYRIGHT
McGraw-Hill School Division	*Grade nine* ***Insights***	*1985*
	Grade eleven ***American Literature: A Chronological Approach***	*1985*
	Grade eleven ***American Literature: A Thematic Approach***	*1985*

I. ENGLISH/LANGUAGE ARTS MODEL CURRICULUM STANDARDS' FOCUSES: STUDENT'S EDITION/TEACHER'S EDITION—Continued

DEFINITION OF TERMS
Extent Included

Given the number of literary works/lessons in the textbook/instructional material:

Substantially means that this aspect is represented by many examples.

Moderately means that this aspect is represented by occasional examples.

Present means that this aspect is represented by a single example.

Not present means that this aspect is not represented.

	Grade nine ***Insights***								*Grade eleven* ***American Literature: A Chronological Approach***								*Grade eleven* ***American Literature: A Thematic Approach***							
	Extent included								*Extent included*								*Extent included*							
	Student's edition				*Teacher's edition/manual*				*Student's edition*				*Teacher's edition/manual*				*Student's edition*				*Teacher's edition/manual*			
	Substantially	*Moderately*	*Present*	*Not present*	*Substantially*	*Moderately*	*Present*	*Not present*	*Substantially*	*Moderately*	*Present*	*Not present*	*Substantially*	*Moderately*	*Present*	*Not present*	*Substantially*	*Moderately*	*Present*	*Not present*	*Substantially*	*Moderately*	*Present*	*Not present*
A. Comprehending Literature—Continued																								
c. Are there activities that focus students on developing higher levels of comprehension? (Standard 6)	X				X				X				X				X				X			
B. Integrating Instruction in the Language Arts																								
1. *Content* (Explanations addressed to the students)																								
a. Does writing as a process include explanations of:																								
• Prewriting?	X				X				X				X				X				X			

B. Integrating Instruction in the Language Arts—Continued																								
• Drafting?	X				X							X				X			X		X			
• Revising?		X			X							X				X				X			X	
• Editing?				X	X							X				X				X			X	
• Postwriting? (Standard 11)				X	X							X				X				X			X	
• Evaluation? (Standard 10, subtopic 8) (*Framework*, p. 43)				X	X							X				X				X	X			
b. Are there literary models for writing? (Standard 12, subtopic 2)	X				X				X							X	X				X			
c. Are grammar, mechanics, and usage taught in the context of writing? (Standard 14, subtopic 3)	X						X					X				X				X				X
d. Are there writing lessons that provide instruction in real-world writing, such as journals, memoirs, expository writing, argumentation, investigative reports, papers using books and other sources about topics of interest to students, and stories and poems? (Standard 10, subtopics 1, 3, 5, and 6; Standard 12, subtopic 3)	X				X					X				X				X				X		
e. Are there lessons on speaking and listening that provide instruction on preparing, delivering, and evaluating forms of oral language experiences for different purposes and audiences? (Standard 15)	X				X							X				X				X				X
2. *Process* (Activities that encourage students to interact with the content)																								
a. Are there activities that help students to learn about the following aspects of the writing process:																								
• Are students helped to generate ideas about which to write? (Standard 11, subtopic 2)	X				X				X				X				X				X			

Publisher	Titles	Copyright
McGraw-Hill School Division	*Grade nine* ***Insights***	*1985*
	Grade eleven ***American Literature: A Chronological Approach***	*1985*
	Grade eleven ***American Literature: A Thematic Approach***	*1985*

I. English/Language Arts Model Curriculum Standards' Focuses: Student's Edition/Teacher's Edition—Continued

Definition of Terms

Extent Included

Given the number of literary works/lessons in the textbook/instructional material:

Substantially means that this aspect is represented by many examples.

Moderately means that this aspect is represented by occasional examples.

Present means that this aspect is represented by a single example.

Not present means that this aspect is not represented.

	Grade nine ***Insights***								*Grade eleven* ***American Literature: A Chronological Approach***								*Grade eleven* ***American Literature: A Thematic Approach***							
	Extent included								*Extent included*								*Extent included*							
	Student's edition				*Teacher's edition/manual*				*Student's edition*				*Teacher's edition/manual*				*Student's edition*				*Teacher's edition/manual*			
	Substantially	*Moderately*	*Present*	*Not present*	*Substantially*	*Moderately*	*Present*	*Not present*	*Substantially*	*Moderately*	*Present*	*Not present*	*Substantially*	*Moderately*	*Present*	*Not present*	*Substantially*	*Moderately*	*Present*	*Not present*	*Substantially*	*Moderately*	*Present*	*Not present*
B. Integrating Instruction in the Language Arts—Continued																								
• Are students provided guidance for "reseeing" and "rethinking" what they have written? (Standard 11, stage 3 "Revising")	X						X					X				X				X				X
• Are students helped to separate drafting and revision from editing and proofreading? (Standard 11, stages 3 and 4)				X	X							X				X				X				X

B. Integrating Instruction in the Language Arts—Continued																								
• Are students provided guidance to help them use resources or references selectively to meet their editing needs? (Standard 10, subtopic 9; Standard 11, stage 4 "Editing")				X	X							X				X				X				X
• Are students guided through the writing of complete pieces of discourse as they respond to assignments? (Standard 10, subtopic 3)	X						X				X				X					X				X
b. Are there activities which help students to integrate the language arts by connecting their experiences with some writing assignments? (Standard 1, subtopics 1 and 2)	X				X				X				X				X				X			
c. Are there activities that help students to tailor writing and speaking to meet the needs of different audiences, including teachers and peers? (Standard 11, subtopic 2; Standard 16, subtopic 7)	X				X							X				X				X				X
d. Are there activities that help students to examine and use different voices and styles in writing and speaking? (Standard 13; Standard 16, subtopic 7)	X				X				X				X				X				X			
e. Are students asked to read and listen to the kinds of writing and speaking they are assigned? (Standard 1, subtopic 4, under both aesthetic and cultural values)	X				X					X				X				X			X			
f. Are ideas provided for students to publish or perform their work or respond to other students' works? (Standard 11, stage 5 "Postwriting"; Standard 16, subtopic 7)				X	X							X				X				X			X	

PUBLISHER	TITLES	COPYRIGHT
McGraw-Hill School Division	*Grade nine* ***Insights***	***1985***
	Grade eleven ***American Literature: A Chronological Approach***	***1985***
	Grade eleven ***American Literature: A Thematic Approach***	***1985***

I. ENGLISH/LANGUAGE ARTS MODEL CURRICULUM STANDARDS' FOCUSES: STUDENT'S EDITION/TEACHER'S EDITION—Continued

DEFINITION OF TERMS

Extent Included

Given the number of literary works/lessons in the textbook/instructional material:

Substantially means that this aspect is represented by many examples.

Moderately means that this aspect is represented by occasional examples.

Present means that this aspect is represented by a single example.

Not present means that this aspect is not represented.

	Grade nine ***Insights***								*Grade eleven* ***American Literature: A Chronological Approach***								*Grade eleven* ***American Literature: A Thematic Approach***							
	Extent included								*Extent included*								*Extent included*							
	Student's edition				*Teacher's edition/manual*				*Student's edition*				*Teacher's edition/manual*				*Student's edition*				*Teacher's edition/manual*			
	Substantially	*Moderately*	*Present*	*Not present*	*Substantially*	*Moderately*	*Present*	*Not present*	*Substantially*	*Moderately*	*Present*	*Not present*	*Substantially*	*Moderately*	*Present*	*Not present*	*Substantially*	*Moderately*	*Present*	*Not present*	*Substantially*	*Moderately*	*Present*	*Not present*
B. Integrating Instruction in the Language Arts—Continued																								
g. Are there activities that help students assess the quality of:																								
• Their own writing using criteria established for each assignment? (Standard 10, subtopic 8)				X			X					X				X				X				X
• Their own speeches? (Standard 17, subtopic 1)				X			X					X				X				X				X

B. Integrating Instruction in the Language Arts—Continued																								
h. Are there activities that help students to integrate the language arts in order to:																								
• Explain the significance of a personal experience? (Standard 6)	X				X				X				X				X				X			
• Set forth an opinion and defend it? (Standard 18)	X				X				X				X				X				X			
• Explain a concept? (Standard 11, stage 2 "Drafting/Writing," subtopic 1b)	X				X					X				X			X				X			
• Interpret a literary work and defend their interpretations? (Standard 9, subtopic 6)	X				X				X				X				X				X			
• Create stories and poems? (Standard 12, subtopic 2; Standard 13, subtopic 3)	X				X				X				X						X				X	
C. Language Study																								
1. *Content* (Explanations addressed to the students)																								
Are lessons included on:																								
• Vocabulary study from context clues? (Standard 21)	X				X				X				X					X				X		
• The history of the English language and its dialects? (Standard 14, subtopic 5)	X				X					X				X				X				X		
• Etymology, the roots and histories of words? (Standard 22)	X				X					X				X			X				X			
2. *Process* (Activities that encourage students to interact with the content)																								
Are there activities which encourage students to participate in word study connected to their listening, speaking, reading, or writing? (*Framework*, p. 43)	X				X				X				X				X				X			

PUBLISHER	TITLES	COPYRIGHT
McGraw-Hill School Division	*Grade nine* ***Insights***	*1985*
	Grade eleven ***American Literature: A Chronological Approach***	*1985*
	Grade eleven ***American Literature: A Thematic Approach***	*1985*

I. ENGLISH/LANGUAGE ARTS MODEL CURRICULUM STANDARDS' FOCUSES: STUDENT'S EDITION/TEACHER'S EDITION—Continued

DEFINITION OF TERMS

Extent Included

Given the number of literary works/lessons in the textbook/instructional material:

Substantially means that this aspect is represented by many examples.

Moderately means that this aspect is represented by occasional examples.

Present means that this aspect is represented by a single example.

Not present means that this aspect is not represented.

	Grade nine ***Insights***								*Grade eleven* ***American Literature: A Chronological Approach***								*Grade eleven* ***American Literature: A Thematic Approach***							
	Extent included								*Extent included*								*Extent included*							
	Student's edition				*Teacher's edition/manual*				*Student's edition*				*Teacher's edition/manual*				*Student's edition*				*Teacher's edition/manual*			
	Substantially	*Moderately*	*Present*	*Not present*	*Substantially*	*Moderately*	*Present*	*Not present*	*Substantially*	*Moderately*	*Present*	*Not present*	*Substantially*	*Moderately*	*Present*	*Not present*	*Substantially*	*Moderately*	*Present*	*Not present*	*Substantially*	*Moderately*	*Present*	*Not present*
D. Learning to Learn Strategies																								
1. *Content* (Explanations addressed to the students)																								
Are lessons included that:																								
• Instruct students on how to participate in small-group discussions; e.g. speaking to a purpose, listening actively, eliciting responses, and giving constructive suggestions? (Standard 17, subtopic 3)		X			X							X				X				X				X

213

214

D. Learning to Learn Strategies—Continued																								
2. *Process* (Activities that encourage students to interact with the content) Are there activities that call for students to work in: • Large groups?	X				X				X				X				X				X			
• Small groups?		X			X							X				X				X			X	
• Pairs? (Standard 11, stage 3 "Revising"; Standard 17, subtopic 3)		X			X							X				X				X			X	

PUBLISHER	TITLES	COPYRIGHT
McGraw-Hill School Division	*Grade nine* ***Insights***	*1985*
	Grade eleven ***American Literature: A Chronological Approach***	*1985*
	Grade eleven ***American Literature: A Thematic Approach***	*1985*

II. ENGLISH/LANGUAGE ARTS MODEL CURRICULUM STANDARDS' FOCUSES: TEACHER'S EDITION

(Additional Process [Implementation] Strategies)

DEFINITION OF TERMS

Extent Included

Substantially means that given the number of teaching strategies in the teacher's edition/manual, this aspect is represented in many strategies which are embedded throughout the teacher's edition/manual.

Moderately means that given the number of teaching strategies in the teacher's edition/manual, this aspect is represented by an occasional strategy.

Present means that this aspect is represented by a single strategy.

Not present means that this aspect is not represented.

	Teacher's Edition ***Implementation Strategies***											
	Extent included											
	Grade 9				*Grade 11*				*Grade 11*			
	Substantially	*Moderately*	*Present*	*Not present*	*Substantially*	*Moderately*	*Present*	*Not present*	*Substantially*	*Moderately*	*Present*	*Not present*
A. Providing Integrated Instruction in the Language Arts for Students with Special Needs												
1. Are there recommendations for meeting the needs of limited-English-proficient students? (Standard 10, subtopics 4 and 10; *Framework*, p. 45)	X							X			X	
2. Are there recommendations for meeting the needs of students with different learning styles and abilities? (Standard 6, subtopics 1 through 4)	X							X	X			
B. Extending the Content												
Are there listings of supportive resources related to the content in this textbook or instructional material? (Standards 4 and 7)	X				X				X			
C. Evaluating Students' Progress												
Are there techniques for evaluating students' progress that complement and extend the integrated nature of the learning process; e.g., portfolio collections of samples of students' writing, self-assessments, and peer assessments? (*Framework*, p. 45)	X							X				X

PUBLISHER	TITLE	COPYRIGHT
National Textbook Company	Grade eleven The Art of Composition*	1984

I. ENGLISH/LANGUAGE ARTS MODEL CURRICULUM STANDARDS' FOCUSES: STUDENT'S EDITION/TEACHER'S EDITION

DEFINITION OF TERMS
Extent Included

Given the number of literary works/lessons in the textbook/instructional material:

Substantially means that this aspect is represented by many examples.

Moderately means that this aspect is represented by occasional examples.

Present means that this aspect is represented by a single example.

Not present means that this aspect is not represented.

	Grade eleven ***The Art of Composition***							
	Extent included							
	Student's edition				*Teacher's edition/manual*			
	Substantially	*Moderately*	*Present*	*Not present*	*Substantially*	*Moderately*	*Present*	*Not present*
A. Comprehending Literature								
1. *Content* (Explanations addressed to the students)								
a. Do the literary works engage students in reflecting on ethical, aesthetic, or cultural values and on social or political issues? (Standards 1 and 2; *Framework,* p. 42)†		X				X		
b. Are multiple points of view illustrated or expressed regarding these values and issues? (Standard 2)	X				X			
c. Are these genres represented; e.g., novel, drama, short story, poetry, essay, biography, and speeches? (Standards 4 and 7)		X				X		
d. Are the following aspects of diversity represented:								
• Points of view of women and minorities? (Standard 4, subtopic 6)	X				X			

*See the Appendix for the publisher's description of this textbook.

†The references to "Standards" may be found in the *Model Curriculum Standards: Grades Nine Through Twelve,* and those to the *Framework* may be found in the *English-Language Arts Framework for California Public Schools,* both published by the California State Department of Education (see pages 165 and 166 for ordering information).

PUBLISHER	TITLE	COPYRIGHT
National Textbook Company	*Grade eleven* ***The Art of Composition***	*1984*

I. ENGLISH/LANGUAGE ARTS MODEL CURRICULUM STANDARDS' FOCUSES: STUDENT'S EDITION/TEACHER'S EDITION—Continued

DEFINITION OF TERMS
Extent Included

Given the number of literary works/lessons in the textbook/instructional material:

Substantially means that this aspect is represented by many examples.

Moderately means that this aspect is represented by occasional examples.

Present means that this aspect is represented by a single example.

Not present means that this aspect is not represented.

	Grade eleven ***The Art of Composition***							
	Extent included							
	Student's edition				*Teacher's edition/manual*			
	Substantially	*Moderately*	*Present*	*Not present*	*Substantially*	*Moderately*	*Present*	*Not present*
A. Comprehending Literature—Continued								
• Selections which deal with varied, specific socioeconomic groups in terms of setting, characterization, plot, theme, and point of view? (Standard 4, subtopic 2)	X				X			
e. Are perspectives of other disciplines represented such as science, history–social science, mathematics, or visual and performing arts? (Standard 8)	X				X			
f. Are lessons included that:								
• Instruct students in how to use higher-level thinking skills? (Standard 6)	X				X			
• Encourage students to link information learned in a previous lesson with the next lesson? (Standards 5 and 6)	X				X			
g. Are students instructed in how to make the words they encounter during reading a part of their vocabulary? (*Framework*, p. 43)	X				X			

221

222

2. *Process* (Activities that encourage students to interact with the content)								
a. Are there literature-based activities that guide students to a new understanding of themselves and the world around them? (Standard 1, subtopics 1 and 2; *Framework*, p. 42)	X				X			
b. Are there activities which help students integrate the language arts by connecting:								
• Their prior experiences and prior knowledge to each literary work included in this textbook or material? (Standard 6)	X				X			
• Ideas in each literary work included in this textbook or material to other works they have read? (Standard 5, subtopics 4 and 5) (Higher-Level Comprehension)	X				X			
c. Are there activities that focus students on developing higher levels of comprehension? (Standard 6)	X				X			
B. Integrating Instruction in the Language Arts								
1. *Content* (Explanations addressed to the students)								
a. Does writing as a process include explanations of:								
• Prewriting?	X				X			
• Drafting?	X				X			
• Revising?	X				X			
• Editing?	X				X			
• Postwriting? (Standard 11)				X				X
• Evaluation? (Standard 10, subtopic 8; *Framework*, p. 43)	X					X		
b. Are there literary models for writing? (Standard 12, subtopic 2)	X				X			
c. Are grammar, mechanics, and usage taught in the context of writing? (Standard 14, subtopic 3)		X				X		
d. Are there writing lessons that provide instruction in real-world writing, such as journals, memoirs, expository writing, argumentation, investigative reports, papers using books and other sources about topics of interest to students, and stories and poems? (Standard 10, subtopics 1, 3, 5, and 6; Standard 12, subtopic 3)	X				X			

PUBLISHER	TITLE	COPYRIGHT
National Textbook Company	*Grade eleven* ***The Art of Composition***	*1984*

I. ENGLISH/LANGUAGE ARTS MODEL CURRICULUM STANDARDS' FOCUSES: STUDENT'S EDITION/TEACHER'S EDITION—Continued

DEFINITION OF TERMS
Extent Included

Given the number of literary works/lessons in the textbook/instructional material:

Substantially means that this aspect is represented by many examples.

Moderately means that this aspect is represented by occasional examples.

Present means that this aspect is represented by a single example.

Not present means that this aspect is not represented.

	Grade eleven ***The Art of Composition***							
	Extent included							
	Student's edition				*Teacher's edition/manual*			
	Substantially	*Moderately*	*Present*	*Not present*	*Substantially*	*Moderately*	*Present*	*Not present*
B. Integrating Instruction in Language Arts—Continued								
e. Are there lessons on speaking and listening that provide instruction on preparing, delivering, and evaluating forms of oral language experiences for different purposes and audiences? (Standard 15)				X				X
2. *Process* (Activities that encourage students to interact with the content)								
a. Are there activities that help students to learn about the following aspects of the writing process:								
• Are students helped to generate ideas about which to write? (Standard 11, subtopic 2)	X				X			
• Are students provided guidance for "reseeing" and "rethinking" what they have written? (Standard 11, stage 3 "Revising")	X				X			
• Are students helped to separate drafting and revision from editing and proofreading? (Standard 11, stages 3 and 4)	X				X			

B. Integrating Instruction in the Language Arts—Continued								
• Are students provided guidance to help them use resources or references selectively to meet their editing needs? (Standard 10, subtopic 9; Standard 11, stage 4 "Editing")	X						X	
• Are students guided through the writing of complete pieces of discourse as they respond to assignments? (Standard 10, subtopic 3)	X				X			
b. Are there activities which help students to integrate the language arts by connecting their experiences with some writing assignments? (Standard 1, subtopics 1 and 2)	X				X			
c. Are there activities that help students to tailor writing and speaking to meet the needs of different audiences, including teachers and peers? (Standard 11, subtopic 2; Standard 16, subtopic 7)	X				X			
d. Are there activities that help students to examine and use different voices and styles in writing and speaking? (Standard 13; Standard 16, subtopic 7)	X				X			
e. Are students asked to read and listen to the kinds of writing and speaking they are assigned? (Standard 1, subtopic 4, under both aesthetic and cultural values)		X				X		
f. Are ideas provided for students to publish or perform their work or respond to other students' works? (Standard 11, stage 5 "Postwriting"; Standard 16, subtopic 7)		X				X		
g. Are there activities that help students assess the quality of:								
• Their own writing using criteria established for each assignment? (Standard 10, subtopic 8)	X				X			
• Their own speeches? (Standard 17, subtopic 1)				X				X
h. Are there activities that help students to integrate the language arts in order to:								
• Explain the significance of a personal experience? (Standard 6)	X				X			
• Set forth an opinion and defend it? (Standard 18)	X				X			
• Explain a concept? (Standard 11, stage 2 "Drafting/Writing," subtopic 1b)	X				X			
• Interpret a literary work and defend their interpretations? (Standard 9, subtopic 6)		X				X		
• Create stories and poems? (Standard 12, subtopic 2; Standard 13, subtopic 3)				X				X

PUBLISHER	TITLE	COPYRIGHT
National Textbook Company	*Grade eleven* ***The Art of Composition***	***1984***

I. ENGLISH/LANGUAGE ARTS MODEL CURRICULUM STANDARDS' FOCUSES: STUDENT'S EDITION/TEACHER'S EDITION—Continued

DEFINITION OF TERMS
Extent Included

Given the number of literary works/lessons in the textbook/instructional material:

Substantially means that this aspect is represented by many examples.

Moderately means that this aspect is represented by occasional examples.

Present means that this aspect is represented by a single example.

Not present means that this aspect is not represented.

	Grade eleven ***The Art of Composition***							
	Extent included							
	Student's edition				*Teacher's edition/manual*			
	Substantially	*Moderately*	*Present*	*Not present*	*Substantially*	*Moderately*	*Present*	*Not present*
C. Language Study								
1. *Content* (Explanations addressed to the students) Are lessons included on: • Vocabulary study from context clues? (Standard 21)	X				X			
• The history of the English language and its dialects? (Standard 14, subtopic 5)			X				X	
• Etymology, the roots and histories of words? (Standard 22)			X				X	
2. *Process* (Activities that encourage students to interact with the content) Are there activities which encourage students to participate in word study connected to their listening, speaking, reading, or writing? (*Framework*, p. 43)	X				X			

229

230

D. Learning to Learn Strategies 1. *Content* (Explanations addressed to the students) Are lessons included that: • Instruct students on how to participate in small-group discussions; e.g., speaking to a purpose, listening actively, eliciting responses, and giving constructive suggestions? (Standard 17, subtopic 3)				X				X
2. *Process* (Activities that encourage students to interact with the content) Are there activities that call for students to work in: • Large groups?		X				X		
• Small groups?				X				X
• Pairs? (Standard 11, stage 3 "Revising"; Standard 17, subtopic 3)		X				X		

231

232

PUBLISHER	TITLE	COPYRIGHT
National Textbook Company	*Grade eleven* ***The Art of Composition***	*1984*

II. ENGLISH/LANGUAGE ARTS MODEL CURRICULUM STANDARDS' FOCUSES: TEACHER'S EDITION

(Additional Process [Implementation] Strategies)

DEFINITION OF TERMS

Extent Included

Substantially means that given the number of teaching strategies in the teacher's edition/manual, this aspect is represented in many strategies which are embedded throughout the teacher's edition/manual.

Moderately means that given the number of teaching strategies in the teacher's edition/manual, this aspect is represented by an occasional strategy.

Present means that this aspect is represented by a single strategy.

Not present means that this aspect is not represented.

	Teacher's Edition ***Implementation Strategies*** *Extent included* *Grade 11*			
	Substantially	*Moderately*	*Present*	*Not present*
A. Providing Integrated Instruction in the Language Arts for Students with Special Needs				
1. Are there recommendations for meeting the needs of limited-English-proficient students? (Standard 10, subtopics 4 and 10; *Framework,* p. 45)				X
2. Are there recommendations for meeting the needs of students with different learning styles and abilities? (Standard 6, subtopics 1 through 4)	X			
B. Extending the Content				
Are there listings of supportive resources related to the content in this textbook or instructional material? (Standards 4 and 7)				X
C. Evaluating Students' Progress				
Are there techniques for evaluating students' progress that complement and extend the integrated nature of the learning process; e.g., portfolio collections of samples of students' writing, self-assessments, and peer assessments? (*Framework,* p. 45)	X			

PUBLISHER	TITLES	COPYRIGHT
Scott, Foresman & Company	*Grade nine* *Patterns in Literature** *Grade eleven* *The United States in Literature*	1987 1987

I. ENGLISH/LANGUAGE ARTS MODEL CURRICULUM STANDARDS' FOCUSES: STUDENT'S EDITION/TEACHER'S EDITION

DEFINITION OF TERMS
Extent Included

Given the number of literary works/lessons in the textbook/instructional material:

Substantially means that this aspect is represented by many examples.

Moderately means that this aspect is represented by occasional examples.

Present means that this aspect is represented by a single example.

Not present means that this aspect is not represented.

	Grade nine ***Patterns in Literature***								*Grade eleven* ***The United States in Literature***							
	Extent included								*Extent included*							
	Student's edition				*Teacher's edition/manual*				*Student's edition*				*Teacher's edition/manual*			
	Substantially	*Moderately*	*Present*	*Not present*	*Substantially*	*Moderately*	*Present*	*Not present*	*Substantially*	*Moderately*	*Present*	*Not present*	*Substantially*	*Moderately*	*Present*	*Not present*
A. Comprehending Literature																
1. *Content* (Explanations addressed to the students)																
a. Do the literary works engage students in reflecting on ethical, aesthetic, or cultural values and on social or political issues? (Standards 1 and 2; *Framework*, p. 42)†	X				X				X				X			
b. Are multiple points of view illustrated or expressed regarding these values and issues? (Standard 2)	X				X				X				X			
c. Are these genres represented; e.g., novel, drama, short story, poetry, essay, biography, and speeches? (Standards 4 and 7)	X				X				X				X			
d. Are the following aspects of diversity represented:																
• Points of view of women and minorities? (Standard 4, subtopic 6)	X				X				X				X			

*See the Appendix for the publisher's description of these textbooks.

†The references to "Standards" may be found in the *Model Curriculum Standards: Grades Nine Through Twelve*, and those to the *Framework* may be found in the *English-Language Arts Framework for California Public Schools*, both published by the California State Department of Education (see pages 165 and 166 for ordering information).

Publisher	Titles	Copyright
Scott, Foresman & Company	*Grade nine* ***Patterns in Literature***	*1987*
	Grade eleven ***The United States in Literature***	*1987*

I. English/Language Arts Model Curriculum Standards' Focuses: Student's Edition/Teacher's Edition—Continued

Definition of Terms
Extent Included

Given the number of literary works/lessons in the textbook/instructional material:

Substantially means that this aspect is represented by many examples.

Moderately means that this aspect is represented by occasional examples.

Present means that this aspect is represented by a single example.

Not present means that this aspect is not represented.

	Grade nine ***Patterns in Literature***								*Grade eleven* ***The United States in Literature***							
	Extent included								*Extent included*							
	Student's edition				*Teacher's edition/manual*				*Student's edition*				*Teacher's edition/manual*			
	Substantially	*Moderately*	*Present*	*Not present*	*Substantially*	*Moderately*	*Present*	*Not present*	*Substantially*	*Moderately*	*Present*	*Not present*	*Substantially*	*Moderately*	*Present*	*Not present*
A. Comprehending Literature—Continued																
• Selections which deal with varied, specific socioeconomic groups in terms of setting, characterization, plot, theme, and point of view? (Standard 4, subtopic 2)	X				X				X				X			
e. Are perspectives of other disciplines represented such as science, history–social science, mathematics, or visual and performing arts? (Standard 8)		X				X			X				X			
f. Are lessons included that:																
• Instruct students in how to use higher-level thinking skills? (Standard 6)	X				X				X				X			
• Encourage students to link information learned in a previous lesson with the next lesson? (Standards 5 and 6)	X				X				X				X			

237

238

A. Comprehending Literature—Continued																
g. Are students instructed in how to make the words they encounter during reading a part of their vocabulary? (*Framework*, p. 43)	X				X				X				X			
2. *Process* (Activities that encourage students to interact with the content)																
a. Are there literature-based activities that guide students to a new understanding of themselves and the world around them? (Standard 1, subtopics 1 and 2; *Framework*, p. 42)	X				X				X				X			
b. Are there activities which help students integrate the language arts by connecting:																
• Their prior experiences and prior knowledge to each literary work included in this textbook or material? (Standard 6)	X				X				X				X			
• Ideas in each literary work included in this textbook or material to other works they have read? (Standard 5, subtopics 4 and 5) (Higher-Level Comprehension)	X				X				X				X			
c. Are there activities that focus students on developing higher levels of comprehension? (Standard 6)	X				X				X				X			
B. Integrating Instruction in the Language Arts																
1. *Content* (Explanations addressed to the students)																
a. Does writing as a process include explanations of:																
• Prewriting?		X					X				X					X
• Drafting?			X				X				X					X
• Revising?			X				X				X					X
• Editing?			X				X				X					X
• Postwriting? (Standard 11)				X			X					X				X
• Evaluation? (Standard 10, subtopic 8; *Framework*, p. 43)			X				X				X					X
b. Are there literary models for writing? (Standard 12, subtopic 2)			X				X			X						X
c. Are grammar, mechanics, and usage taught in the context of writing? (Standard 14, subtopic 3)			X				X					X				X

Publisher	Titles	Copyright
Scott, Foresman & Company	*Grade nine* ***Patterns in Literature***	*1987*
	Grade eleven ***The United States in Literature***	*1987*

I. English/Language Arts Model Curriculum Standards' Focuses: Student's Edition/Teacher's Edition—Continued

Definition of Terms
Extent Included

Given the number of literary works/lessons in the textbook/instructional material:

Substantially means that this aspect is represented by many examples.

Moderately means that this aspect is represented by occasional examples.

Present means that this aspect is represented by a single example.

Not present means that this aspect is not represented.

	Grade nine ***Patterns in Literature***								*Grade eleven* ***The United States in Literature***							
	Extent included								*Extent included*							
	Student's edition				*Teacher's edition/manual*				*Student's edition*				*Teacher's edition/manual*			
	Substantially	*Moderately*	*Present*	*Not present*	*Substantially*	*Moderately*	*Present*	*Not present*	*Substantially*	*Moderately*	*Present*	*Not present*	*Substantially*	*Moderately*	*Present*	*Not present*
B. Integrating Instruction in the Language Arts—Continued																
d. Are there writing lessons that provide instruction in real-world writing, such as journals, memoirs, expository writing, argumentation, investigative reports, papers using books and other sources about topics of interest to students, and stories and poems? (Standard 10, subtopics 1, 3, 5, and 6; Standard 12, subtopic 3)	X				X					X				X		
e. Are there lessons on speaking and listening that provide instruction on preparing, delivering, and evaluating forms of oral language experiences for different purposes and audiences? (Standard 15)			X			X				X				X		
2. *Process* (Activities that encourage students to interact with the content)																
a. Are there activities that help students to learn about the following aspects of the writing process:																
• Are students helped to generate ideas about which to write? (Standard 11, subtopic 2)	X				X					X			X			

B. Integrating Instruction in the Language Arts—Continued																	
• Are students provided guidance for "reseeing" and "rethinking" what they have written? (Standard 11, stage 3 "Revising")			X				X				X						X
• Are students helped to separate drafting and revision from editing and proofreading? (Standard 11, stages 3 and 4)			X				X				X						X
• Are students provided guidance to help them use resources or references selectively to meet their editing needs? (Standard 10, subtopic 9; Standard 11, stage 4 "Editing")			X				X				X						X
• Are students guided through the writing of complete pieces of discourse as they respond to assignments? (Standard 10, subtopic 3)			X				X				X						X
b. Are there activities which help students to integrate the language arts by connecting their experiences with some writing assignments? (Standard 1, subtopics 1 and 2)		X				X				X					X		
c. Are there activities that help students to tailor writing and speaking to meet the needs of different audiences, including teachers and peers? (Standard 11, subtopic 2; Standard 16, subtopic 7)	X				X						X						X
d. Are there activities that help students to examine and use different voices and styles in writing and speaking? (Standard 13; Standard 16, subtopic 7)	X				X					X					X		
e. Are students asked to read and listen to the kinds of writing and speaking they are assigned? (Standard 1, subtopic 4, under both aesthetic and cultural values)		X				X			X				X				
f. Are ideas provided for students to publish or perform their work or respond to other students' works? (Standard 11, stage 5 "Postwriting"; Standard 16, subtopic 7)		X				X						X					X
g. Are there activities that help students assess the quality of:																	
• Their own writing using criteria established for each assignment? (Standard 10, subtopic 8)			X				X			X							X
• Their own speeches? (Standard 17, subtopic 1)			X				X			X							X
h. Are there activities that help students to integrate the language arts in order to:																	
• Explain the significance of a personal experience? (Standard 6)		X				X			X				X				

Publisher	Titles	Copyright
Scott, Foresman & Company	*Grade nine* ***Patterns in Literature***	*1987*
	Grade eleven ***The United States in Literature***	*1987*

I. English/Language Arts Model Curriculum Standards' Focuses: Student's Edition/Teacher's Edition—Continued

Definition of Terms
Extent Included

Given the number of literary works/lessons in the textbook/instructional material:

Substantially means that this aspect is represented by many examples.

Moderately means that this aspect is represented by occasional examples.

Present means that this aspect is represented by a single example.

Not present means that this aspect is not represented.

	Grade nine ***Patterns in Literature***								*Grade eleven* ***The United States in Literature***							
	Extent included								*Extent included*							
	Student's edition				*Teacher's edition/manual*				*Student's edition*				*Teacher's edition/manual*			
	Substantially	*Moderately*	*Present*	*Not present*	*Substantially*	*Moderately*	*Present*	*Not present*	*Substantially*	*Moderately*	*Present*	*Not present*	*Substantially*	*Moderately*	*Present*	*Not present*
B. Integrating Instruction in Language Arts—Continued																
• Set forth an opinion and defend it? (Standard 18)	X				X				X				X			
• Explain a concept? (Standard 11, stage 2 "Drafting/Writing," subtopic 1b)		X				X				X				X		
• Interpret a literary work and defend their interpretations? (Standard 9, subtopic 6)	X				X				X				X			
• Create stories and poems? (Standard 12, subtopic 2; Standard 13, subtopic 3)				X				X	X				X			
C. Language Study																
1. *Content* (Explanations addressed to the students)																
Are lessons included on:																
• Vocabulary study from context clues? (Standard 21)		X			X				X				X			

C. Language Study—Continued																
• The history of the English language and its dialects? (Standard 14, subtopic 5)		X				X				X				X		
• Etymology, the roots and histories of words? (Standard 22)	X				X				X				X			
2. *Process* (Activities that encourage students to interact with the content) Are there activities which encourage students to participate in word study connected to their listening, speaking, reading, or writing? (*Framework*, p. 43)	X				X					X				X		
D. Learning to Learn Strategies																
1. *Content* (Explanations addressed to the students) Are lessons included that: • Instruct students on how to participate in small-group discussions; e.g., speaking to a purpose, listening actively, eliciting responses, and giving constructive suggestions? (Standard 17, subtopic 3)			X				X				X				X	
2. *Process* (Activities that encourage students to interact with the content) Are there activities that call for students to work in: • Large groups?	X						X		X							X
• Small groups?				X			X					X				X
• Pairs? (Standard 11, stage 3 "Revising"; Standard 17, subtopic 3)				X				X				X		X		

PUBLISHER	TITLES	COPYRIGHT
Scott, Foresman & Company	*Grade nine* ***Patterns in Literature***	***1987***
	Grade eleven ***The United States in Literature***	***1987***

II. ENGLISH/LANGUAGE ARTS MODEL CURRICULUM STANDARDS' FOCUSES: TEACHER'S EDITION

(Additional Process [Implementation] Strategies)

DEFINITION OF TERMS

Extent Included

Substantially means that given the number of teaching strategies in the teacher's edition/manual, this aspect is represented in many strategies which are embedded throughout the teacher's edition/manual.

Moderately means that given the number of teaching strategies in the teacher's edition/manual, this aspect is represented by an occasional strategy.

Present means that this aspect is represented by a single strategy.

Not present means that this aspect is not represented.

	Teacher's Edition Implementation Strategies							
	Extent included							
	Grade 9				*Grade 11*			
	Substantially	*Moderately*	*Present*	*Not present*	*Substantially*	*Moderately*	*Present*	*Not present*
A. Providing Integrated Instruction in the Language Arts for Students with Special Needs								
1. Are there recommendations for meeting the needs of limited-English-proficient students? (Standard 10, subtopics 4 and 10; *Framework*, p. 45)				X				X
2. Are there recommendations for meeting the needs of students with different learning styles and abilities? (Standard 6, subtopics 1 through 4)			X			X		
B. Extending the Content Are there listings of supportive resources related to the content in this textbook or instructional material? (Standards 4 and 7)	X				X			
C. Evaluating Students' Progress Are there techniques for evaluating students' progress that complement and extend the integrated nature of the learning process; e.g., portfolio collections of samples of students' writing, self-assessments, and peer assessments? (*Framework*, p. 45)			X					X

249

259

PUBLISHER	TITLES	COPYRIGHT
Scribner-Laddaw Educational Publishers	Grade nine Composition and Grammar 9*	1985
	Grade eleven Composition and Grammar 11	1985

I. ENGLISH/LANGUAGE ARTS MODEL CURRICULUM STANDARDS' FOCUSES: STUDENT'S EDITION/TEACHER'S EDITION

DEFINITION OF TERMS
Extent Included

Given the number of literary works/lessons in the textbook/instructional material:

Substantially means that this aspect is represented by many examples.

Moderately means that this aspect is represented by occasional examples.

Present means that this aspect is represented by a single example.

Not present means that this aspect is not represented.

	Grade nine ***Composition and Grammar 9***								*Grade eleven* ***Composition and Grammar 11***							
	Extent included								*Extent included*							
	Student's edition				*Teacher's edition/manual*				*Student's edition*				*Teacher's edition/manual*			
	Substantially	*Moderately*	*Present*	*Not present*	*Substantially*	*Moderately*	*Present*	*Not present*	*Substantially*	*Moderately*	*Present*	*Not present*	*Substantially*	*Moderately*	*Present*	*Not present*
A. Comprehending Literature																
1. *Content* (Explanations addressed to the students)																
a. Do the literary works engage students in reflecting on ethical, aesthetic, or cultural values and on social or political issues? (Standards 1 and 2; *Framework*, p. 42)†		X				X			X				X			
b. Are multiple points of view illustrated or expressed regarding these values and issues? (Standard 2)		X				X				X				X		
c. Are these genres represented; e.g., novel, drama, short story, poetry, essay, biography, and speeches? (Standards 4 and 7)		X				X			X				X			
d. Are the following aspects of diversity represented:																
• Points of view of women and minorities? (Standard 4, subtopic 6)		X				X			X				X			

*See the Appendix for the publisher's description of these textbooks.

†The references to "Standards" may be found in the *Model Curriculum Standards: Grades Nine Through Twelve*, and those to the *Framework* may be found in the *English-Language Arts Framework for California Public Schools*, both published by the California State Department of Education (see pages 165 and 166 for ordering information).

Publisher	Titles	Copyright
Scribner-Laidlaw Educational Publishers	*Grade nine* ***Composition and Grammar 9***	*1985*
	Grade eleven ***Composition and Grammar 11***	*1985*

I. English/Language Arts Model Curriculum Standards' Focuses: Student's Edition/Teacher's Edition—Continued

Definition of Terms
Extent Included

Given the number of literary works/lessons in the textbook/instructional material:

Substantially means that this aspect is represented by many examples.

Moderately means that this aspect is represented by occasional examples.

Present means that this aspect is represented by a single example.

Not present means that this aspect is not represented.

	Grade nine ***Composition and Grammar 9***								*Grade eleven* ***Composition and Grammar 11***							
	Extent included								*Extent included*							
	Student's edition				*Teacher's edition/manual*				*Student's edition*				*Teacher's edition/manual*			
	Substantially	*Moderately*	*Present*	*Not present*	*Substantially*	*Moderately*	*Present*	*Not present*	*Substantially*	*Moderately*	*Present*	*Not present*	*Substantially*	*Moderately*	*Present*	*Not present*
A. Comprehending Literature—Continued																
• Selections which deal with varied, specific socioeconomic groups in terms of setting, characterization, plot, theme, and point of view? (Standard 4, subtopic 2)		X					X		X				X			
e. Are perspectives of other disciplines represented such as science, history-social science, mathematics, or visual and performing arts? (Standard 8)		X				X			X				X			
f. Are lessons included that:																
• Instruct students in how to use higher-level thinking skills? (Standard 6)	X				X				X				X			
• Encourage students to link information learned in a previous lesson with the next lesson? (Standards 5 and 6)		X				X				X				X		

A. Comprehending Literature—Continued																
g. Are students instructed in how to make the words they encounter during reading a part of their vocabulary? (*Framework*, p. 43)		X				X				X				X		
2. *Process* (Activities that encourage students to interact with the content)																
a. Are there literature-based activities that guide students to a new understanding of themselves and the world around them? (Standard 1, subtopics 1 and 2; *Framework*, p. 42)		X				X				X				X		
b. Are there activities which help students integrate the language arts by connecting:																
• Their prior experiences and prior knowledge to each literary work included in this textbook or material? (Standard 6)	X				X				X				X			
• Ideas in each literary work included in this textbook or material to other works they have read? (Standard 5, subtopics 4 and 5) (Higher-Level Comprehension)				X				X			X				X	
c. Are there activities that focus students on developing higher levels of comprehension? (Standard 6)	X				X				X				X			
B. Integrating Instruction in the Language Arts																
1. *Content* (Explanations addressed to the students)																
a. Does writing as a process include explanations of:																
• Prewriting?	X				X				X				X			
• Drafting?	X				X				X				X			
• Revising?	X				X				X				X			
• Editing?	X				X				X				X			
• Postwriting? (Standard 11)	X				X				X				X			
• Evaluation? (Standard 10, subtopic 8; *Framework*, p. 43)	X				X				X				X			
b. Are there literary models for writing? (Standard 12, subtopic 2)	X				X				X				X			
c. Are grammar, mechanics, and usage taught in the context of writing? (Standard 14, subtopic 3)		X				X			X				X			

PUBLISHER	TITLES	COPYRIGHT
Scribner-Laidlaw Educational Publishers	*Grade nine* ***Composition and Grammar 9***	*1985*
	Grade eleven ***Composition and Grammar 11***	*1985*

I. ENGLISH/LANGUAGE ARTS MODEL CURRICULUM STANDARDS' FOCUSES: STUDENT'S EDITION/TEACHER'S EDITION—Continued

DEFINITION OF TERMS
Extent Included

Given the number of literary works/lessons in the textbook/instructional material:

Substantially means that this aspect is represented by many examples.

Moderately means that this aspect is represented by occasional examples.

Present means that this aspect is represented by a single example.

Not present means that this aspect is not represented.

	Grade nine ***Composition and Grammar 9***								*Grade eleven* ***Composition and Grammar 11***							
	Extent included								*Extent included*							
	Student's edition				*Teacher's edition/manual*				*Student's edition*				*Teacher's edition/manual*			
	Substantially	*Moderately*	*Present*	*Not present*	*Substantially*	*Moderately*	*Present*	*Not present*	*Substantially*	*Moderately*	*Present*	*Not present*	*Substantially*	*Moderately*	*Present*	*Not present*
B. Integrating Instruction in the Language Arts—Continued																
d. Are there writing lessons that provide instruction in real-world writing, such as journals, memoirs, expository writing, argumentation, investigative reports, papers using books and other sources about topics of interest to students, and stories and poems? (Standard 10, subtopics 1, 3, 5, and 6; Standard 12, subtopic 3)	X				X				X				X			
e. Are there lessons on speaking and listening that provide instruction on preparing, delivering, and evaluating forms of oral language experiences for different purposes and audiences? (Standard 15)		X				X				X				X		
2. *Process* (Activities that encourage students to interact with the content)																
a. Are there activities that help students to learn about the following aspects of the writing process:																
• Are students helped to generate ideas about which to write? (Standard 11, subtopic 2)	X				X				X				X			

B. Integrating Instruction in the Language Arts—Continued																
• Are students provided guidance for "reseeing" and "rethinking" what they have written? (Standard 11, stage 3 "Revising")	X				X				X				X			
• Are students helped to separate drafting and revision from editing and proofreading? (Standard 11, stages 3 and 4)	X				X				X				X			
• Are students provided guidance to help them use resources or references selectively to meet their editing needs? (Standard 10, subtopic 9; Standard 11, stage 4 "Editing")		X				X			X				X			
• Are students guided through the writing of complete pieces of discourse as they respond to assignments? (Standard 10, subtopic 3)	X				X				X				X			
b. Are there activities which help students to integrate the language arts by connecting their experiences with some writing assignments? (Standard 1, subtopics 1 and 2)	X				X				X				X			
c. Are there activities that help students to tailor writing and speaking to meet the needs of different audiences, including teachers and peers? (Standard 11, subtopic 2; Standard 16, subtopic 7)	X				X				X				X			
d. Are there activities that help students to examine and use different voices and styles in writing and speaking? (Standard 13; Standard 16, subtopic 7)	X				X				X				X			
e. Are students asked to read and listen to the kinds of writing and speaking they are assigned? (Standard 1, subtopic 4, under both aesthetic and cultural values)	X				X				X				X			
f. Are ideas provided for students to publish or perform their work or respond to other students' works? (Standard 11, stage 5 "Postwriting"; Standard 16, subtopic 7)	X				X				X				X			
g. Are there activities that help students assess the quality of:																
• Their own writing using criteria established for each assignment? (Standard 10, subtopic 8)	X				X				X				X			
• Their own speeches? (Standard 17, subtopic 1)			X				X		X				X			
h. Are there activities that help students to integrate the language arts in order to:																
• Explain the significance of a personal experience? (Standard 6)	X				X				X				X			

PUBLISHER	TITLES	COPYRIGHT
Scribner-Laidlaw Educational Publishers	*Grade nine* ***Composition and Grammar 9***	*1985*
	Grade eleven ***Composition and Grammar 11***	*1985*

I. ENGLISH/LANGUAGE ARTS MODEL CURRICULUM STANDARDS' FOCUSES: STUDENT'S EDITION/TEACHER'S EDITION—Continued

DEFINITION OF TERMS
Extent Included

Given the number of literary works/lessons in the textbook/instructional material:

Substantially means that this aspect is represented by many examples.

Moderately means that this aspect is represented by occasional examples.

Present means that this aspect is represented by a single example.

Not present means that this aspect is not represented.

	Grade nine ***Composition and Grammar 9***								*Grade eleven* ***Composition and Grammar 11***							
	Extent included								*Extent included*							
	Student's edition				*Teacher's edition/manual*				*Student's edition*				*Teacher's edition/manual*			
	Substantially	*Moderately*	*Present*	*Not present*	*Substantially*	*Moderately*	*Present*	*Not present*	*Substantially*	*Moderately*	*Present*	*Not present*	*Substantially*	*Moderately*	*Present*	*Not present*
B. Integrating Instruction in Language Arts—Continued																
• Set forth an opinion and defend it? (Standard 18)	X				X				X				X			
• Explain a concept? (Standard 11, stage 2 "Drafting/Writing," subtopic 1b)	X				X				X				X			
• Interpret a literary work and defend their interpretations? (Standard 9, subtopic 6)		X				X			X				X			
• Create stories and poems? (Standard 12, subtopic 2; Standard 13, subtopic 3)	X				X				X				X			
C. Language Study																
1. *Content* (Explanations addressed to the students)																
Are lessons included on:																
• Vocabulary study from context clues? (Standard 21)		X				X				X				X		

C. Language Study—Continued																
• The history of the English language and its dialects? (Standard 14, subtopic 5)		X				X				X				X		
• Etymology, the roots and histories of words? (Standard 22)		X				X				X				X		
2. *Process* (Activities that encourage students to interact with the content)																
Are there activities which encourage students to participate in word study connected to their listening, speaking, reading, or writing? (*Framework*, p. 43)	X				X					X				X		
D. Learning to Learn Strategies																
1. *Content* (Explanations addressed to the students)																
Are lessons included that:																
• Instruct students on how to participate in small-group discussions; e.g., speaking to a purpose, listening actively, eliciting responses, and giving constructive suggestions? (Standard 17, subtopic 3)	X				X					X				X		
2. *Process* (Activities that encourage students to interact with the content)																
Are there activities that call for students to work in:																
• Large groups?	X				X				X				X			
• Small groups?	X				X				X				X			
• Pairs? (Standard 11, stage 3 "Revising"; Standard 17, subtopic 3)	X				X					X				X		

PUBLISHER	TITLES	COPYRIGHT
Scribner-Laidlaw Educational Publishers	*Grade nine* ***Composition and Grammar 9***	***1985***
	Grade eleven ***Composition and Grammar 11***	***1985***

II. ENGLISH/LANGUAGE ARTS MODEL CURRICULUM STANDARDS' FOCUSES: TEACHER'S EDITION

(Additional Process [Implementation] Strategies)

DEFINITION OF TERMS

Extent Included

Substantially means that given the number of teaching strategies in the teacher's edition/manual, this aspect is represented in many strategies which are embedded throughout the teacher's edition/manual.

Moderately means that given the number of teaching strategies in the teacher's edition/manual, this aspect is represented by an occasional strategy.

Present means that this aspect is represented by a single strategy.

Not present means that this aspect is not represented.

	Teacher's Edition ***Implementation Strategies*** *Extent included*							
	Grade 9				*Grade 11*			
	Substantially	*Moderately*	*Present*	*Not present*	*Substantially*	*Moderately*	*Present*	*Not present*
A. Providing Integrated Instruction in the Language Arts for Students with Special Needs								
1. Are there recommendations for meeting the needs of limited-English-proficient students? (Standard 10, subtopics 4 and 10; *Framework*, p. 45)				X				X
2. Are there recommendations for meeting the needs of students with different learning styles and abilities? (Standard 6, subtopics 1 through 4)		X				X		
B. Extending the Content Are there listings of supportive resources related to the content in this textbook or instructional material? (Standards 4 and 7)		X				X		
C. Evaluating Students' Progress Are there techniques for evaluating students' progress that complement and extend the integrated nature of the learning process; e.g., portfolio collections of samples of students' writing, self-assessments, and peer assessments? (*Framework*, p. 45)	X				X			

PUBLISHER	TITLES	COPYRIGHT
Scribner-Macmillan Educational Publishers	*Grade nine* *Understanding Literature**	*1987*
	Grade eleven *American Literature*	*1987*

I. ENGLISH/LANGUAGE ARTS MODEL CURRICULUM STANDARDS' FOCUSES: STUDENT'S EDITION/TEACHER'S EDITION

DEFINITION OF TERMS
Extent Included

Given the number of literary works/lessons in the textbook/instructional material:

Substantially means that this aspect is represented by many examples.

Moderately means that this aspect is represented by occasional examples.

Present means that this aspect is represented by a single example.

Not present means that this aspect is not represented.

	Grade nine *Understanding Literature*								*Grade eleven* *American Literature*							
	Extent included								*Extent included*							
	Student's edition				*Teacher's edition/manual*				*Student's edition*				*Teacher's edition/manual*			
	Substantially	*Moderately*	*Present*	*Not present*	*Substantially*	*Moderately*	*Present*	*Not present*	*Substantially*	*Moderately*	*Present*	*Not present*	*Substantially*	*Moderately*	*Present*	*Not present*
A. Comprehending Literature																
1. *Content* (Explanations addressed to the students)																
a. Do the literary works engage students in reflecting on ethical, aesthetic, or cultural values and on social or political issues? (Standards 1 and 2; *Framework*, p. 42)†	X				X				X				X			
b. Are multiple points of view illustrated or expressed regarding these values and issues? (Standard 2)	X				X				X				X			
c. Are these genres represented; e.g., novel, drama, short story, poetry, essay, biography, and speeches? (Standards 4 and 7)	X				X				X				X			
d. Are the following aspects of diversity represented:																
• Points of view of women and minorities? (Standard 4, subtopic 6)	X				X				X				X			

*See the Appendix for the publisher's description of these textbooks.

†The references to "Standards" may be found in the *Model Curriculum Standards: Grades Nine Through Twelve*, and those to the *Framework* may be found in the *English-Language Arts Framework for California Public Schools*, both published by the California State Department of Education (see pages 165 and 166 for ordering information).

Publisher	Titles	Copyright
Scribner-Macmillan Educational Publishers	*Grade nine* ***Understanding Literature***	*1987*
	Grade eleven ***American Literature***	*1987*

I. English/Language Arts Model Curriculum Standards' Focuses: Student's Edition/Teacher's Edition—Continued

Definition of Terms
Extent Included

Given the number of literary works/lessons in the textbook/instructional material:

Substantially means that this aspect is represented by many examples.

Moderately means that this aspect is represented by occasional examples.

Present means that this aspect is represented by a single example.

Not present means that this aspect is not represented.

	Grade nine ***Understanding Literature***								*Grade eleven* ***American Literature***							
	Extent included								*Extent included*							
	Student's edition				*Teacher's edition/manual*				*Student's edition*				*Teacher's edition/manual*			
	Substantially	*Moderately*	*Present*	*Not present*	*Substantially*	*Moderately*	*Present*	*Not present*	*Substantially*	*Moderately*	*Present*	*Not present*	*Substantially*	*Moderately*	*Present*	*Not present*
A. Comprehending Literature—Continued																
• Selections which deal with varied, specific socioeconomic groups in terms of setting, characterization, plot, theme, and point of view? (Standard 4, subtopic 2)	X				X				X				X			
e. Are perspectives of other disciplines represented such as science, history-social science, mathematics, or visual and performing arts? (Standard 8)		X				X			X				X			
f. Are lessons included that:																
• Instruct students in how to use higher-level thinking skills? (Standard 6)	X				X				X				X			
• Encourage students to link information learned in a previous lesson with the next lesson? (Standard 5 and 6)		X				X			X				X			

A. Comprehending Literature—Continued																	
g. Are students instructed in how to make the words they encounter during reading a part of their vocabulary? (*Framework*, p. 43)			X				X		X				X				
2. *Process* (Activities that encourage students to interact with the content)																	
a. Are there literature-based activities that guide students to a new understanding of themselves and the world around them? (Standard 1, subtopics 1 and 2; *Framework*, p. 42)	X				X				X				X				
b. Are there activities which help students integrate the language arts by connecting:																	
• Their prior experiences and prior knowledge to each literary work included in this textbook or material? (Standard 6)		X			X				X				X				
• Ideas in each literary work included in this textbook or material to other works they have read? (Standard 5, subtopics 4 and 5) (Higher-Level Comprehension)	X				X				X				X				
c. Are there activities that focus students on developing higher levels of comprehension? (Standard 6)	X				X				X				X				
B. Integrating Instruction in the Language Arts																	
1. *Content* (Explanations addressed to the students)																	
a. Does writing as a process include explanations of:																	
• Prewriting?	X							X	X								X
• Drafting?	X							X	X								X
• Revising?		X						X			X						X
• Editing?		X						X			X						X
• Postwriting? (Standard 11)				X				X			X		X				
• Evaluation? (Standard 10, subtopic 8; *Framework*, p. 43)	X				X				X				X				
b. Are there literary models for writing? (Standard 12, subtopic 2)	X				X				X								X
c. Are grammar, mechanics, and usage taught in the context of writing? (Standard 14, subtopic 3)			X				X				X				X		

PUBLISHER	TITLES	COPYRIGHT
Scribner-Macmillan Educational Publishers	*Grade nine* ***Understanding Literature***	***1987***
	Grade eleven ***American Literature***	***1987***

I. ENGLISH/LANGUAGE ARTS MODEL CURRICULUM STANDARDS' FOCUSES: STUDENT'S EDITION/TEACHER'S EDITION—Continued

DEFINITION OF TERMS
Extent Included

Given the number of literary works/lessons in the textbook/instructional material:

Substantially means that this aspect is represented by many examples.

Moderately means that this aspect is represented by occasional examples.

Present means that this aspect is represented by a single example.

Not present means that this aspect is not represented.

	Grade nine ***Understanding Literature***								*Grade eleven* ***American Literature***							
	Extent included								*Extent included*							
	Student's edition				*Teacher's edition/manual*				*Student's edition*				*Teacher's edition/manual*			
	Substantially	*Moderately*	*Present*	*Not present*	*Substantially*	*Moderately*	*Present*	*Not present*	*Substantially*	*Moderately*	*Present*	*Not present*	*Substantially*	*Moderately*	*Present*	*Not present*
B. Integrating Instruction in the Language Arts—Continued																
d. Are there writing lessons that provide instruction in real-world writing, such as journals, memoirs, expository writing, argumentation, investigative reports, papers using books and other sources about topics of interest to students, and stories and poems? (Standard 10, subtopics 1, 3, 5, and 6; Standard 12, subtopic 3)	X				X				X				X			
e. Are there lessons on speaking and listening that provide instruction on preparing, delivering, and evaluating forms of oral language experiences for different purposes and audiences? (Standard 15)				X				X	X				X			
2. *Process* (Activities that encourage students to interact with the content)																
a. Are there activities that help students to learn about the following aspects of the writing process:																
• Are students helped to generate ideas about which to write? (Standard 11, subtopic 2)		X				X			X				X			

B. Integrating Instruction in the Language Arts—Continued																
• Are students provided guidance for "reseeing" and "rethinking" what they have written? (Standard 11, stage 3 "Revising")			X					X		X						X
• Are students helped to separate drafting and revision from editing and proofreading? (Standard 11, stages 3 and 4)			X					X		X						X
• Are students provided guidance to help them use resources or references selectively to meet their editing needs? (Standard 10, subtopic 9; Standard 11, stage 4 "Editing")				X				X	X				X			
• Are students guided through the writing of complete pieces of discourse as they respond to assignments? (Standard 10, subtopic 3)		X				X			X				X			
b. Are there activities which help students to integrate the language arts by connecting their experiences with some writing assignments? (Standard 1, subtopics 1 and 2)		X			X				X				X			
c. Are there activities that help students to tailor writing and speaking to meet the needs of different audiences, including teachers and peers? (Standard 11, subtopic 2; Standard 16, subtopic 7)	X				X				X				X			
d. Are there activities that help students to examine and use different voices and styles in writing and speaking? (Standard 13; Standard 16, subtopic 7)		X				X			X				X			
e. Are students asked to read and listen to the kinds of writing and speaking they are assigned? (Standard 1, subtopic 4, under both aesthetic and cultural values)		X				X				X			X			
f. Are ideas provided for students to publish or perform their work or respond to other students' works? (Standard 11, stage 5 "Postwriting"; Standard 16, subtopic 7)				X	X					X			X			
g. Are there activities that help students assess the quality of:																
• Their own writing using criteria established for each assignment? (Standard 10, subtopic 8)		X						X		X			X			
• Their own speeches? (Standard 17, subtopic 1)				X				X		X			X			
h. Are there activities that help students to integrate the language arts in order to:																
• Explain the significance of a personal experience? (Standard 6)		X			X				X				X			

Publisher	Titles	Copyright
Scribner-Macmillan Educational Publishers	*Grade nine* ***Understanding Literature***	*1987*
	Grade eleven ***American Literature***	*1987*

I. English/Language Arts Model Curriculum Standards' Focuses: Student's Edition/Teacher's Edition—Continued

Definition of Terms
Extent Included

Given the number of literary works/lessons in the textbook/instructional material:

Substantially means that this aspect is represented by many examples.

Moderately means that this aspect is represented by occasional examples.

Present means that this aspect is represented by a single example.

Not present means that this aspect is not represented.

	Grade nine ***Understanding Literature***								*Grade eleven* ***American Literature***							
	Extent included								*Extent included*							
	Student's edition				*Teacher's edition/manual*				*Student's edition*				*Teacher's edition/manual*			
	Substantially	*Moderately*	*Present*	*Not present*	*Substantially*	*Moderately*	*Present*	*Not present*	*Substantially*	*Moderately*	*Present*	*Not present*	*Substantially*	*Moderately*	*Present*	*Not present*
B. Integrating Instruction in Language Arts—Continued																
• Set forth an opinion and defend it? (Standard 18)	X				X				X				X			
• Explain a concept? (Standard 11, stage 2 "Drafting/Writing," subtopic 1b)		X				X			X				X			
• Interpret a literary work and defend their interpretations? (Standard 9, subtopic 6)	X				X				X				X			
• Create stories and poems? (Standard 12, subtopic 2; Standard 13, subtopic 3)		X				X			X				X			
C. Language Study																
1. *Content* (Explanations addressed to the students)																
Are lessons included on:																
• Vocabulary study from context clues? (Standard 21)		X					X		X				X			

277

275

C. Language Study—Continued																
• The history of the English language and its dialects? (Standard 14, subtopic 5)		X				X			X				X			
• Etymology, the roots and histories of words? (Standard 22)		X					X		X				X			
2. *Process* (Activities that encourage students to interact with the content)																
Are there activities which encourage students to participate in word study connected to their listening, speaking, reading, or writing? (*Framework*, p. 43)		X				X			X				X			
D. Learning to Learn Strategies																
1. *Content* (Explanations addressed to the students)																
Are lessons included that:																
• Instruct students on how to participate in small-group discussions; e.g., speaking to a purpose, listening actively, eliciting responses, and giving constructive suggestions? (Standard 17, subtopic 3)				X				X					X			X
2. *Process* (Activities that encourage students to interact with the content)																
Are there activities that call for students to work in:																
• Large groups?				X	X								X		X	
• Small groups?				X		X							X			X	
• Pairs? (Standard 11, stage 3 "Revising"; Standard 17, subtopic 3)				X			X						X			X	

PUBLISHER	TITLES	COPYRIGHT
Scribner-Macmillan Educational Publishers	*Grade nine* ***Understanding Literature***	*1987*
	Grade eleven ***American Literature***	*1987*

II. ENGLISH/LANGUAGE ARTS MODEL CURRICULUM STANDARDS' FOCUSES: TEACHER'S EDITION

(Additional Process [Implementation] Strategies)

DEFINITION OF TERMS

Extent Included

Substantially means that given the number of teaching strategies in the teacher's edition/manual, this aspect is represented in many strategies which are embedded throughout the teacher's edition/manual.

Moderately means that given the number of teaching strategies in the teacher's edition/manual, this aspect is represented by an occasional strategy.

Present means that this aspect is represented by a single strategy.

Not present means that this aspect is not represented.

	Teacher's Edition Implementation Strategies							
	Extent included							
	Grade 9				*Grade 11*			
	Substantially	*Moderately*	*Present*	*Not present*	*Substantially*	*Moderately*	*Present*	*Not present*
A. Providing Integrated Instruction in the Language Arts for Students with Special Needs								
1. Are there recommendations for meeting the needs of limited-English-proficient students? (Standard 10, subtopics 4 and 10; *Framework*, p. 45)				X				X
2. Are there recommendations for meeting the needs of students with different learning styles and abilities? (Standard 6, subtopics 1 through 4)			X		X			
B. Extending the Content Are there listings of supportive resources related to the content in this textbook or instructional material? (Standards 4 and 7)	X				X			
C. Evaluating Students' Progress Are there techniques for evaluating students' progress that complement and extend the integrated nature of the learning process; e.g., portfolio collections of samples of students' writing, self-assessments, and peer assessments? (*Framework*, p. 45)	X							X

282

281

APPENDIX

Information from the Publishers of Textbooks Reviewed in This Document

The Appendix contains unedited information provided by the publishers whose textbooks are reviewed elsewhere in this publication. The Department of Education cannot confirm the accuracy of the publishers' statements and urges persons selecting textbooks to recognize that fact.

Publishers' Descriptions

Coronado/Holt, Rinehart 135
Foundations for Learning Press, Inc. 137
Glencoe Publishing Company 139
Harcourt Brace Jovanovich, Inc. 141
Houghton Mifflin Company 147
McDougal, Littell & Company 151
McGraw-Hill School Division 155
National Textbook Company 157
Scott, Foresman & Company 159
Scribner-Laidlaw Educational Publishers 161
Scribner-Macmillan Educational Publishers 163

PUBLISHER	TITLES	COPYRIGHT
Coronado/Holt, Rinehart	*Grade nine* ***English: Writing and Skills***	*1985*
	Grade eleven ***English: Writing and Skills***	*1985*

INFORMATION FROM THE PUBLISHER

A. Publisher's Description of the Textbook and the Intended Audience

Grades nine and eleven

This literature-based composition series focuses on integrated language arts. The developers of the series are W. Ross Winterowd, who is the Bruce R. McElderry Professor of English at the University of Southern California; and Patricia Murray, Director of Composition at De Paul University in Chicago.

English: Writing and Skills is a writing and grammar program that is committed to students' success. The writing process at all grade levels is taught in Chapter One and is then applied to all modes of writing appropriate for each grade level. Prewriting, writing, and postwriting activities are provided.

The "Writing Section" includes cross-references to the "Grammar/Usage Section." Specific models are provided to assist students with these concepts. "Sentence Combining" lessons appear on tinted pages in the "Writing Section."

Literature is the cohesive force in *English: Writing and Skills.* Outstanding models selected from literature and an appropriate questioning strategy are used extensively in each chapter on writing. Models from literature are used in the "Grammar/Usage Section" as examples of good writing.

Listening, speaking, spelling, using the dictionary, developing vocabulary, and understanding the history of languge are other skill areas presented in *English: Writing and Skills.* Teachers' support materials include an annotated teacher's edition, a teacher's resource binder, and computer software.

B. Description of Textbooks and Materials

1. Description of the literary works

The literary works included in the textbooks or instructional materials are:

☒ Complete as originally written by the authors
(How many for grade nine? *16*) (How many for grade eleven? *3*)

☒ Excerpts
(How many for grade nine? *34*) (How many for grade eleven? *53*)

☐ Abridged selections

No abridged selections appear in the textbooks for grades nine and eleven.

2. Description of the teacher's edition/manual

Grades nine and eleven

An annotated version of the student's textbook with teaching notes, answers, and additional information on the teaching process for writing are included at the front of the book.

3. Description of the teacher's resource materials

Grades nine and eleven

The teacher's resource materials are in a looseleaf binder containing a student's and teacher's edition of a workbook; a test book with answer keys; a computer test generator; transparencies and blackline masters with additional literary models, writing instruction, and writing assignments integrating composition and grammar skills; and *Making the Grade,* a resource book for teachers for

PUBLISHER	TITLES	COPYRIGHT
Coronado/Holt, Rinehart	*Grade nine* ***English: Writing and Skills***	***1985***
	Grade eleven ***English: Writing and Skills***	***1985***

INFORMATION FROM THE PUBLISHER—Continued

evaluating students' writing and setting up instruction in writing as a process.

4. **Description of other supplementary textbooks or instructional materials available for sale**

   Grades nine and eleven

   All supplementary material is included free of charge in the teacher's resource binder (one binder is provided free with each class set of textbooks). Extra copies of the workbook, test book, and *Making the Grade* may also be purchased separately.

5. **Indicate other textbooks or instructional materials, which, used together with the textbooks submitted for this process, would result in a total program, integrating instruction in listening, speaking, reading, and writing.**

   Grades nine and eleven

   The Holt, Rinehart and Winston literature series (available in 1988)

288

287

PUBLISHER	TITLES	COPYRIGHT
Foundations for Learning Press, Inc.	*Grade nine* ***Foundations for Learning: Language 1***	***1987***
	Grade eleven ***Foundations for Learning: Language 3***	***1987***

INFORMATION FROM THE PUBLISHER

A. Publisher's Description of the Textbook and the Intended Audience

Foundations for Learning: Language is an integrated curriculum that develops students' abilities and self-confidence in reading, writing, listening, speaking, and critical thinking. Literature is an integral element. Each textbook/thinkbook unifies selected readings, composition text, grammar text, and workbook in a manageable format. The curriculum, designed for a broad range of students' abilities, utilizes students' own experiences and resources and collaborative learning. Students start with language awareness and the ability to read and write narrative and description, advancing to exposition, analysis, and persuasion. Learning is cumulative. Students build their command of the reading and writing processes, unity and coherence, notetaking, summarizing, and research skills.

Grade nine

Language 1: Narrative and Description

Outcomes: Students develop narrative and descriptive responses to personal experiences, literature, and other sources.

Objectives: Students are able to understand language variety, spoken and written; to develop critical reading, recognition, and writing of effective narrative and description; and to acquire library reference skills.

Grade eleven

Language 3: Analysis

Outcomes: Students develop analytical responses to works of literature and various forms of expository text.

Objectives: Students are able to apply the reading and writing processes to literature and advanced exposition and to generalize from personal experience as a point of reference when they are analyzing and writing analytically.

B. Description of Textbooks and Materials

1. Description of the literary works

The literary works included in the textbooks or instructional materials are:

☒ Complete as originally written by the authors
(How many for grade nine? *10*) (How many for grade eleven? *11*)

☒ Excerpts
(How many for grade nine? *7*) (How many for grade eleven? *7*)

☐ Abridged selections

No abridged selections appear in the textbooks for grades nine and eleven.

2. Description of the teacher's edition/manual

Grades nine and eleven

The teacher's manual for each of the Foundations books supports the role of the teacher as a professional. The manuals for *Language 1* (ninth grade) and *Language 3* (eleventh grade) are designed to help teachers think through the purpose of each chapter and plan lessons to achieve these objectives. Each reading, activity, and assignment is referenced and discussed in summary and in detail. In addition, manuals are a source for professional development. They provide the rationale for a particular approach and suggest supplemental ideas and materials. They also inform about research and theories in language learning, especially in composi-

PUBLISHER	TITLES	COPYRIGHT
Foundations for Learning Press, Inc.	*Grade nine* ***Foundations for Learning: Language 1***	***1987***
	Grade eleven ***Foundations for Learning: Language 3***	***1987***

INFORMATION FROM THE PUBLISHER—Continued

tion and reading, and cite additional resources. Teachers are encouraged to supplement textbook materials and to apply them in ways that fit their own styles and the needs of particular student groups.

3. **Description of the teacher's resource materials**

Grades nine and eleven

Supplementary Readings, prepared for teachers' use, includes selections from books and journals that enrich the teacher's understanding of theory and provide practical suggestions for application in the classroom. Selections in the *Supplementary Readings* are referenced in each teacher's manual.

The *Orientation and Training Kit* is a concept and activity overview used in conjunction with the sequence of in-service professional development workshops that *Foundations* provides.

The *Assessment Kit* provides tools and procedures for holistically scored preassessment and postassessment essays.

The *Shirley Tape* is a cassette providing various types of dialect reading of a story. The cassette is used in conjunction with *Language 1,* Chapter Three, "Speech Variations and Writing."

4. **Description of other supplementary textbooks or instructional materials available for sale**

Not applicable

5. **Indicate other textbooks or instructional materials, which, used together with the textbooks submitted for this process, would result in a total program, integrating instruction in listening, speaking, reading, and writing.**

Grades nine and eleven

Foundations for Learning: Language provides a total, systematic, and logically sequenced program, integrating instruction in listening, speaking, reading, and writing. No other book is required.

Teachers are encouraged to elaborate on and supplement the text. To facilitate this approach, *Foundations* provides for each grade level a *Literature Guide: Supplementary Core and Extended Readings.* The *Literature Guide* is based on suggestions for literature contained in *Model Curriculum Standards: Grades Nine Through Twelve.* The *Literature Guide* links core and extended readings to specific activities and assignments, providing these readings a curricular context and related speaking, listening, and writing activities. It also applies *Foundations'* methodology: reading process (prereading, reading, and rereading), active comprehension, experiential learning, collaborative learning, and development of conceptual knowledge—concepts applicable to any literary text.

PUBLISHER	TITLES	COPYRIGHT
Glencoe Publishing Company	*Grade nine* ***Glencoe English, Grade Nine***	***1985***
	Grade eleven ***Glencoe English, Grade Eleven***	***1985***
	Grade eleven ***Literature-Based Composition***	***1988***

INFORMATION FROM THE PUBLISHER

A. Publisher's Description of the Textbook and the Intended Audience

Grades nine and eleven

Glencoe English is a comprehensive and flexible program of composition, speech, and grammar. The language skills are presented in a balanced, developmental program that progresses in depth and maturity from year to year. The section on scope and sequence for grades nine through twelve in the front of the teacher's annotated edition outlines the progressive sophistication of the series. The textbook for each grade is intended for students reading at, or slightly below, that grade level.

Grade nine

The authors of *Glencoe English* for grade nine, Yvonne Kuhlman and Joyce Bartky, have had wide experience as English teachers in junior and senior high schools.

Grade eleven

The authors of *Glencoe English* for grade eleven are experienced as high school English teachers in the Bellevue, Washington, public schools. Donna M. Hughes has also been an English consultant and forensic director. Louise K. Lowry, now an assistant principal, was a former English department chairperson. Richard W. Clarke has taught English and speech at both high school and college levels.

Literature-Based Composition is a high school composition program based on selected literary works and designed to help students read literature with greater understanding of content, values, and style. Students use techniques from literary works to shape and express their own ideas and to learn to write more fluently and effectively. The authors, Helen C. Lodge and Richard W. Lid, are California educators with wide experience in teaching, writing, working with student teachers, and developing in-service staff development programs in composition.

B. Description of Textbooks and Materials

1. Description of the literary works

The literary works included in the textbooks or instructional materials are:

☒ Complete as originally written by the authors
(How many for grade eleven? *5*)*

☒ Excerpts
(How many for grade nine? *12*) (How many for grade eleven? *37*)
(How many for grade eleven? *24*)*

☐ Abridged selections

No abridged selections appear in the textbooks for grades nine and eleven.

2. Description of the teacher's edition/manual

Grades nine and eleven

The teacher's annotated editions for *Glencoe English*, grades nine and eleven, contain the complete student's textbook, with appropriate annotations at the point of use. Cross-references are included to related material in other parts of the textbook and to the teacher's resource binder. Answers are included for all exercises either in place on the student's page or in an answer section at the back of the book. Lesson plans are provided with clearly stated objectives and concise suggestions for meeting the objectives.

*The selections are from *Literature-Based Composition*.

PUBLISHER	TITLES	COPYRIGHT
Glencoe Publishing Company	*Grade nine* ***Glencoe English, Grade Nine***	***1985***
	Grade eleven ***Glencoe English, Grade Eleven***	***1985***
	Grade eleven ***Literature-Based Composition***	***1988***

INFORMATION FROM THE PUBLISHER—Continued

Grade eleven

The teacher's manual for *Literature-Based Composition* contains complete daily lesson plans, an answer section, and an introduction detailing the philosophy and instructional approach of this textbook. Four resource sections also appear: "Adapting *Literature-Based Composition* to a One-Semester Course," "Evaluating Composition," "Peer Editing and Revision," and "Integrating Grammar into Your Program."

3. **Description of the teacher's resource materials**

Grades nine and eleven

Each teacher's resource binder for grades nine and eleven contains additional materials correlated to the pupil's book for that grade level, including a complete working program, three separate sets of overhead transparencies with follow-up work sheets, 25 or more composition assignments for each composition chapter in *Glencoe English,* work sheets and evaluation checklists for grammar and speech, and a comprehensive guide to holistic evaluation. Also included are composition assignments (writing across the curriculum) geared toward disciplines and content areas other than English, lessons and work sheets on the history of the English language, and language and vocabulary development work sheets designed to meet the needs of limited-English-proficient students.

Grade eleven

For *Literature-Based Composition* see the response to item two.

4. **Description of other supplementary textbooks or instructional materials available for sale**

Grades nine and eleven

An activity book is available for each level to provide additional practice exercises in grammar, usage, mechanics, and composition for students who need to develop these skills.

A test booklet is available for each level as a convenience for teachers. The student's test booklet contains all the diagnostic pretests.

The *Customized Test Base* is an easy-to-use computer program that allows teachers to create customized tests in grammar, usage, and mechanics correlated with each student's textbook. The program prints out a test master ready to be reproduced for students' use and a teacher's copy, which includes answers and a cross-reference to the lesson being tested. This program is available for Apple II and IBM computers with 64K memory.

5. **Indicate other textbooks or instructional materials, which, used together with the textbooks submitted for this process, would result in a total program, integrating instruction in listening, speaking, reading, and writing.**

Grades nine and eleven

Literature-Based Composition is designed for a one-semester or one-year composition course. This textbook integrates literature and composition by using longer literary selections to teach specific techniques than appear in the *Glencoe English* textbook.

Effective Speech contains instruction in speech communication organized around its major functions in life: to inform, persuade, and entertain. Citizenship skills, interpersonal communication, and contest speaking are also covered. The program includes a teacher's resource binder with overhead transparencies.

PUBLISHER	TITLES	COPYRIGHT
Harcourt Brace Jovanovich, Inc.	*Grade nine* ***Adventures in Reading, Heritage Edition, Revised***	***1985***
	Grade Eleven ***Adventures in American Literature, Heritage Edition, Revised***	***1985***

INFORMATION FROM THE PUBLISHER

A. Publisher's Description of the Textbook and the Intended Audience

Grade nine

Adventures in Reading is a literature anthology for average students that is suitable to their level of maturity. First-rate authors provide a mixture of traditional and modern literary works. The textbook contains comprehensive instructional material providing extensive and systematic treatment of skills and knowledge about literature; introductions, notes, critical biographies, and discussion questions; instruction in close reading and writing about literature; vocabulary exercises; a glossary; and a guide to literary terms and techniques. The textbook contains four-color illustrations used for visual appeal and as aids to instruction.

Fannie Safier is formerly a teacher of English in the New York City schools. She has been editing and preparing textbook instructional material for nearly 20 years. She is currently Executive Editor of Secondary English for Harcourt Brace Jovanovich, Inc.

Grade eleven

Adventures in American Literature, a literature anthology for average students, contains the same features as *Adventures in Reading.* The selections, however, are by American authors only and are arranged chronologically. Biographical data are more extensive than in the ninth grade textbook, and unit introductions contain both literary and historical information.

Francis Hodgins, Professor of English at the University of Illinois in Urbana, and Kenneth Silverman, Professor of English at New York University, are both specialists in American literature.

B. Description of Textbooks and Materials

1. Description of the literary works

The literary works included in the textbooks or instructional materials are:

☒ Complete as originally written by the authors
(How many for grade nine? *110*) (How many for grade eleven? *203*)

☒ Excerpts
(How many for grade nine? *3*) (How many for grade eleven? *24*)

☒ Abridged selections
(How many for grade nine? *3*) (How many for grade eleven? *0*)

Adventures in Reading (Grade nine)

Dickens, Charles. *Great Expectations.*
Homer. *The Odyssey* (translated by Robert Fitzgerald).
Shakespeare, William. *Romeo and Juliet.*

2. Description of the teacher's edition/manual

Grades nine and eleven

The teacher's manual for both textbooks contains a scope and sequence chart of the material, objectives, teaching guides for each unit and selection in the anthology, answers to each question and exercise, and an answer key to the tests.

3. Description of the teacher's resource materials

Grades nine and eleven

The teacher's resource package, a three-ring binder with tabbed dividers, contains the teacher's manual (described above), two

PUBLISHER	TITLES	COPYRIGHT
Harcourt Brace Jovanovich, Inc.	*Grade nine* ***Adventures in Reading, Heritage Edition, Revised***	***1985***
	Grade eleven ***Adventures in American Literature, Heritage Edition, Revised***	***1985***

INFORMATION FROM THE PUBLISHER—Continued

audio cassette recordings of selections from the student's textbook, two teaching posters, and a teacher's resource book, which includes copying masters of the selection tests, reading and vocabulary check tests, composition tests, and an answer key.

4. **Description of other supplementary textbooks or instructional materials available for sale**

   Not applicable

5. **Indicate other textbooks or instructional materials, which, used together with the textbooks submitted for this process, would result in a total program, integrating instruction in listening, speaking, reading, and writing.**

Grade nine

When *Adventures in Reading,* Heritage Edition, Revised, is used with *Warriner's English Grammar and Composition, Third Course,* Liberty Edition, the result is a total program providing instruction in listening, speaking, reading, and writing.

Grade eleven

When *Adventures in American Literature,* Heritage Edition, Revised, is used with *Warringer's English Grammar and Composition, Fifth Course,* Liberty Edition, the result is a total program providing instruction in listening, speaking, reading, and writing.

PUBLISHER	TITLES	COPYRIGHT
Harcourt Brace Jovanovich, Inc.	*Grade nine* ***Journeys, A Reading and Literature Program: Cascade***	***1986***
	Grade eleven ***Journeys, A Reading and Literature Program: Emblem***	***1986***

INFORMATION FROM THE PUBLISHER

A. Publisher's Description of the Textbook and the Intended Audience

Grades nine and eleven

The literature textbooks in this series are *Cascade,* for average ninth grade students, and *Emblem,* for average eleventh grade students. Both textbooks contain high-interest, appealing, teachable selections that allow for a range of students' maturity levels within each grade. All literature in *Emblem* is by American authors.

Students read selected fiction, poetry, drama, and nonfiction containing a balance of mystery, adventure, fantasy, fact, and real-life experiences. In both textbooks selections by classic and contemporary authors are organized according to theme.

"Close Up" (comprehension) questions, "Activities," and questions on literature skills, reading skills, and "Word Attack" follow the selections. Careful, systematic development of skills with examples and exercises are provided. Composition activities appear throughout the book and in a writing supplement that treats stages of the writing process. Each thematic unit ends with review quizzes, "Composition" activities, and "Before Going On," which contains a flexibility skill (e.g., skimming, scanning, or reading for a purpose) that the students apply to an essay that follows.

The reading specialist for both textbooks is Richard J. Smith, Professor of Curriculum and Instruction at the University of Wisconsin. The literature consultant is Max F. Schulz, Professor of English at the University of Southern California. Both textbooks have been widely class-tested and reviewed.

B. Description of Textbooks and Materials

1. Description of the literary works

The literary works included in the textbooks or instructional materials are:

☒ Complete as originally written by the authors
(How many for grade nine? *55*) (How many for grade eleven? *60*)

☐ Excerpts
(Not applicable)

☐ Abridged selections

No abridged selections appear in the textbooks for grades nine and eleven.

2. Description of the teacher's edition/manual

Grades nine and eleven

The teacher's manuals for *Cascade* and *Emblem* contain objectives, a scope and sequence chart for each unit, lesson plans for each selection that include short summaries, questions and exercises to prepare students for the selections, and answers to the questions in the textbook. Tests for every selection are included in copying-master form.

3. Description of the teacher's resource materials

Not applicable

4. Description of other supplementary textbooks or instructional materials available for sale

Grade nine

Strategies in Reading C provides instruction and practice in important reading skill categories that improve comprehension:

Context	Imagery	Relationships
Dictionary usage	Inferences	Sentence meaning
Figurative languages	Judgments	Structure
Flexibility and study skills	Main idea	Word origins

PUBLISHER	TITLES	COPYRIGHT
Harcourt Brace Jovanovich, Inc.	*Grade nine* *Journeys, A Reading and Literature Program: Cascade*	*1986*
	Grade eleven *Journeys, A Reading and Literature Program: Emblem*	*1986*

INFORMATION FROM THE PUBLISHER—Continued

The teacher's edition of *Strategies in Reading C* contains answers in place for the exercises, objectives, and teaching notes.

Grade eleven

Strategies in Reading E provides instruction and practice in reading skills. The teacher's edition for *Strategies in Reading E* contains answers in place for the exercises, objectives, and teaching notes.

5. **Indicate other textbooks or instructional materials, which, used together with the textbooks submitted for this process, would result in a total program, integrating instruction in listening, speaking, reading, and writing.**

Grade nine

Warriner's English Grammar and Composition, Third Course, Liberty Edition, when used with *Journeys, A Reading and Literature Program: Cascade,* Revised Edition, would provide a total program, integrating instruction in listening, speaking, reading, and writing.

Grade eleven

Warriner's English Grammar and Composition, Fifth Course, Liberty Edition, when used with *Journeys, A Reading and Literature Program: Emblem,* Revised Edition, would provide a total program, integrating instruction in listening, speaking, reading, and writing.

303

304

PUBLISHER	TITLES	COPYRIGHT
Harcourt Brace Jovanovich, Inc.	*Grade nine* ***Warriner's English Grammar and Composition: Third Course, Liberty Edition***	***1986***
	Grade eleven ***Warriner's English Grammar and Composition: Fifth Course, Liberty Edition***	***1986***

INFORMATION FROM THE PUBLISHER

A. Publisher's Description of the Textbook and the Intended Audience

Grade nine

Warriner's English Grammar and Composition, Third Course, Liberty Edition, is for average students. It presents writing as a recursive process, consisting of prewriting, writing, revising, proofreading, and writing a final version. These steps are made clear and manageable, and they are related to varied writing, from sentences and short paragraphs to longer compositions. The book helps students to incorporate the critical thinking skills of analysis, observation, classification, synthesis, evaluation, and application into composition. The grammar, usage, and mechanics sections help students understand the structure of the English language and the norms of its standard usage and to relate these concepts to specific writing situations. Chapters on spelling and vocabulary, study and reference tools, and speaking and listening are included.

Grade eleven

Warriner's English Grammar and Composition: Fifth Course, Liberty Edition, for average students, contains the same features as the *Third Course.* However, it treats several topics in greater depth, such as the research paper and persuasion, and introduces new material appropriate to eleventh grade students, such as writing critical reviews and taking college entrance examinations.

John E. Warriner taught English in junior and senior high schools and in college. He is the chief author of the *English Grammar and Composition* series.

B. Description of Textbooks and Materials

1. Description of the literary works

The literary works included in the textbooks or instructional materials are:

☐ Complete as originally written by the authors
(How many for grade nine? *4*) (How many for grade eleven? *4*)

☒ Excerpts
(How many for grade nine? *30*) (How many for grade eleven? *39*)

☐ Abridged selections

No abridged selections appear in the textbooks for grades nine and eleven.

2. Description of the teacher's edition/manual

Grades nine and eleven

The teacher's edition, Part I, contains full-sized students' pages with answers in place and a bound-in teacher's manual that provides a suggested year's syllabus, a detailed discussion on techniques for teaching composition, model lesson plans, and a chapter-by-chapter commentary that includes rationales and objectives and suggested ways of using the material with students of different ability levels.

3. Description of the teacher's resource materials

Grades nine and eleven

The teacher's edition, Part II, includes a complete set of copying masters for reteaching grammar, usage, mechanics, and writing skills, as well as tests and composition evaluation forms—all in a

PUBLISHER	TITLES	COPYRIGHT
Harcourt Brace Jovanovich, Inc.	*Grade nine* ***Warriner's English Grammar and Composition: Third Course, Liberty Edition***	***1986***
	Grade eleven ***Warringer's English Grammar and Composition: Fifth Course, Liberty Edition***	***1986***

INFORMATION FROM THE PUBLISHER—Continued

three-ring binder with convenient tabbed dividers. Useful wall charts that detail the steps of the writing process are also included.

4. **Description of other supplementary textbooks or instructional materials available for sale**

   Not applicable

5. **Indicate other textbooks or instructional materials, which, used together with the textbooks submitted for this process, would result in a total program, integrating instruction in listening, speaking, reading, and writing.**

   Grade nine

   Journeys, A Reading and Literature Program: Cascade, Revised Edition, or *Adventures in Reading,* Heritage Edition, Revised, when used with *Warriner's English Grammar and Composition: Third Course,* Liberty Edition, would provide a total program integrating instruction in listening, speaking, reading, and writing.

   Grade eleven

   Journeys, A Reading and Literature Program: Emblem, Revised Edition, *Adventures in American Literature,* Heritage Edition, Revised, when used with *Warriner's English Grammar and Composition: Fifth Course,* Liberty Edition, would provide a total program integrating instruction in listening, speaking, reading, and writing.

307

308

PUBLISHER	TITLES	COPYRIGHT
Houghton Mifflin Company	*Grade nine* ***Focus on Literature: Viewpoints***	***1986 Imp.****
	Grade eleven ***Focus on Literature: America***	***1986 Imp.***
	Grade eleven ***Themes in World Literature***	***1975***

INFORMATION FROM THE PUBLISHER

A. Publisher's Description of the Textbook and the Intended Audience

Grades nine and eleven

The *Focus on Literature* series is designed to increase students' understanding and appreciation of literature; to acquaint them with classic works of their literary heritage as well as with good contemporary writing; and to improve their skills in reading, thinking, discussing, and writing.

Without omitting the familiar classics of British and American literature, this series includes several excellent selections from Europe, Asia, South America, and Africa. Many of these pieces have rarely or never been anthologized, although they are considered classics in the literary traditions of their own countries.

A special composition program provides fine literature as models for student writing. Students develop their abilities in vocabulary, critical analysis, and discussion.

Editors for this series are Philip McFarland, Chairperson of the English Department at Concord Academy in Massachusetts; Francis Feagin, former English Teacher at Albany High School, Albany, Georgia; Samuel Hay, Chairperson of the Communication and Theater Arts Department at Morgan State University, Baltimore, Maryland; Stella Lui, Associate Professor of Education at Wayne State University, Detroit, Michigan; Frank McLaughlin, Associate Professor at Fairleigh Dickinson University, Rutherford, New Jersey; Norma Wilson, English Department Chairperson at West High School, Torrance, California; and Marcella Johnson, Instructional Supervisor and Specialist in Communications for the Instructional Planning Division of the Los Angeles Unified School District.

Grade eleven

Themes in World Literature, designed for use in world literature and humanities courses, is appropriate for average and above average students. Included in this textbook are a language program that concentrates on the allusive powers of language, a related arts program in which visual art is directly related to literary themes, and a composition and discussion program which follows most selections. *Themes in World Literature* contains 26 works of fiction, 44 poems, ten works of nonfiction, three full-length dramas, and two selections from the Old Testament.

Editors are George Elliott, Philip McFarland, Harvey Granite, and Morse Peckham.

B. Description of Textbooks and Materials

1. Description of the literary works

The literary works included in the textbooks or instructional materials are:

☒ Complete as originally written by the authors
(How many for grade nine? *72*) (How many for grade eleven? *116*)

☒ Excerpts
(How many for grade nine? *17*) (How many for grade eleven? *19*)

☒ Abridged selections
(How many for grade nine? *1*) (How many for grade eleven? *2*)

Focus on Literature: Viewpoints (grade nine)

King, Billie Jean, with Kim Chapin. "The Perfect Shot."

**Imp.* represents *impression,* which indicates that minor revisions were made.

PUBLISHER	TITLES	COPYRIGHT
Houghton Mifflin Company	*Grade nine* ***Focus on Literature: Viewpoints***	***1986 Imp.***
	Grade eleven ***Focus on Literature: America***	***1986 Imp.***
	Grade eleven ***Themes in World Literature***	***1975***

INFORMATION FROM THE PUBLISHER—Continued

Focus on Literature: America (grade eleven)

King, Martin Luther, Jr. "The Day of Days, December 5."
Hurston, Zora Neale. "The Inside Search."

Themes in World Literature (grade eleven)

Aristotle. *The Nicomachaen Ethics.*
Chekhov, Anton. "The Kiss."

2. Description of the teacher's edition/manual

Grades nine and eleven

The teacher's guide contains unit introductions and objectives, along with background about each selection. Useful suggestions for presenting each selection and for developing students' literary appreciation, vocabulary, and writing skills are also provided. An alphabetized "Handbook of Literary Terms" is included for convenient reference.

Grade eleven

The teacher's resource book for *Themes in World Literature* contains a "Commentary on Selections" for each of the eight sections and teaching suggestions for each selection in the student's textbook. Answers to discussion sections such as "Art and Literature," "In Summary," and so forth are also provided. The second part of the teacher's resource book offers additional material that the teacher may use in presenting the art program found in the students' textbooks.

3. Description of the teacher's resource materials

Grades nine and eleven

The tests on duplicating masters assess students' literal and interpretive grasp of the selections as well as their understanding of new vocabulary.

Grade eleven

The test booklet contains tests that cover all the selections found in *Themes in World Literature.* For each of the eight sections in the textbook, additional selections are introduced with an accompanying test. The tests, which concentrate on the comprehension of the literature, also require the students to meet inferences or draw conclusions.

4. Description of other supplementary textbooks or instructional materials available for sale

Not applicable

5. Indicate other textbooks or instructional materials, which, used together with the textbooks submitted for this process, would result in a total program, integrating instruction in listening, speaking, reading, and writing.

Grade nine

Houghton Mifflin English: Grammar and Composition, Third Course
Houghton Mifflin Vocabulary for Achievement, Third Course

Grade eleven

Houghton Mifflin English: Grammar and Composition, Fifth Course
Houghton Mifflin Vocabulary for Achievement, Fifth Course

PUBLISHER	TITLES	COPYRIGHT
Houghton Mifflin Company	*Grade nine* *Grammar and Composition, Third Course*	*1986*
	Grade eleven *Grammar and Composition, Fifth Course*	*1986*

INFORMATION FROM THE PUBLISHER

A. Publisher's Description of the Textbook and the Intended Audience

Grades nine and eleven

The goals of *Houghton Mifflin English: Grammar and Composition* are to enhance students' understanding of the structure, function, and usage of the English language and to apply that understanding in writing and speaking; to develop the ability to use the writing process to write effectively and independently on a broad range of topics and for a variety of purposes and audiences; and to improve language-related skills.

The third and fifth courses are intended for ninth and eleventh grade students of average ability and above. Provisions have been made throughout the program, however, for adapting the material for students of varying abilities.

Authors for this series are Ann Cole Brown, Lecturer in English Composition and Literature at Northern Virginia Community College in Alexandria, Virginia; Jeffery Nilson, former Teacher of English at the Wixon Middle School, South Dennis, Massachusetts; Fran Weber Shaw, Assistant Professor of English and Coordinator of the Writing Center at the University of Connecticut, Stamford; Richard A. Weldon, Vice-Principal, Associate Dean of Studies, and Teacher of English at the Christian Brothers High School in Sacramento.

B. Description of Textbooks and Materials

1. Description of the literary works

The literary works included in the textbooks or instructional materials are:

☐ Complete as originally written by the authors
(Not applicable)

☒ Excerpts
(How many for grade nine? *25*) (How many for grade eleven? *43*)

☐ Abridged selections

No abridged selections appear in the textbooks for grades nine and eleven.

2. Description of the teacher's edition/manual

Grades nine and eleven

The teachers' editions for both courses provide total support. Each teacher's edition begins with a preface by Edwin Newman on "The Currency of English." All teachers' editions contain full-size students' pages with complete answers in convenient side columns.

For each unit "Classroom Insights" gives section-by-section guidance, which includes perspectives on teaching the unit, highly practical suggestions on introducing topics, proven ways to motivate students, and tips on adapting the lessons to students' needs. The side margins also include the lesson's objectives, a list of program resources, and a list of related resources.

3. Description of the teacher's resource materials

Grades nine and eleven

The teacher's resource material for *Houghton Mifflin English: Grammar and Composition* provides an abundance of reinforcement, testing, and extension help for the classroom teacher. Each teacher's resource binder includes the following: (1) "Resource Book," containing follow-up work sheets and extension activities on blackline masters, covering diagnostic and achievement testing,

PUBLISHER	TITLES	COPYRIGHT
Houghton Mifflin Company	*Grade nine* ***Grammar and Composition, Third Course***	***1986***
	Grade eleven ***Grammar and Composition, Fifth Course***	***1986***

INFORMATION FROM THE PUBLISHER—Continued

extra practice bonus pages, and composition checklists; (2) "Practice Books" that supplement practice in grammar, usage, mechanics, composition, and related skills, with separate teachers' editions; (3) "Writer's Workshops," which contain simulated true-to-life writing situations in workbook format, providing guided applications in writing; (4) "Mastery Resources," which provide English skills tests, writing assessments, and reteaching tutorials, which give focused preparation for proficiency examinations; (5) tests which cover grammar, usage, mechanics, and composition, with separate teachers' editions; and (6) test generators that provide microcomputer software which generates customized, multiple-choice practice sheets, or tests on grammar, usage, mechanics, and composition.

4. **Description of other supplementary textbooks or instructional materials available for sale**

   Not applicable

5. **Indicate other textbooks or instructional materials, which, used together with the textbooks submitted for this process, would result in a total program, integrating instruction in listening, speaking, reading, and writing.**

   Grade nine:

   Houghton Mifflin Vocabulary for Achievement, Third Course
   Houghton Mifflin Focus on Literature: Viewpoints

   Grade eleven:

   Houghton Miffin Vocabulary for Achievement, Fifth Course
   Houghton Mifflin Focus on Literature: America
   Houghton Mifflin Themes in World Literature

Publisher	Titles	Copyright
McDougal, Littell & Company	*Grade nine* ***Building English Skills, Orange Level***	***1985***
	Grade eleven ***Building English Skills, Yellow Level***	***1985***

Information from the Publisher

A. Publisher's Description of the Textbook and the Intended Audience

Grades nine and eleven

Building English Skills is designed to teach students who are reading on or above grade level the skills needed to express ideas clearly: writing, thinking, and understanding of mechanics. The series teaches writing as a recursive process of thinking, rethinking, writing, and revising. It offers comprehensive coverage of grammar, usage, and mechanics and provides abundant practice exercises. Activities in composition and grammar are consistently interwoven to show students the practical application of grammar in writing. The series provides in-depth coverage of related communication skills, including speaking and listening, critical thinking, study and research, and life skills.

The authors of the series were the staff of the Writing Improvement Project, which was composed entirely of teachers and directed by Joy Littell, Editorial Director of McDougal, Littell & Company.

A 1989 edition is available for grades nine through twelve.

B. Description of Textbooks and Materials

1. Description of the literary works

The literary works included in the textbooks or instructional materials are:

☒ Complete as originally written by the authors
(How many for grade nine? *1*) (How many for grade eleven? *5*)

☒ Excerpts
(How many for grade nine? *1*) (How many for grade eleven? *1*)

☐ Abridged selections

No abridged selections appear in the textbooks for grades nine and eleven.

In these books selections used as writing models are listed under "Acknowledgments."

2. Description of the teacher's edition/manual

Grades nine and eleven

For each grade level *Building English Skills* has an annotated teacher's edition in which the student's page is reproduced full size with teaching suggestions printed in the margin. Objectives are discussed on the opening pages of each chapter. A detailed list of page references refers the teacher to supplementary materials for further practice, review, and testing. Step-by-step teaching strategies are listed, including how to use exercises effectively; how to adjust lessons to different levels of skill development; and how to extend, enrich, and reinforce the lesson. Answers to exercises are printed on or beside the student's page.

3. Description of the teacher's resource materials

Grades nine and eleven

Teachers' resource binders contain "Composition Copy Masters," "Grammar, Usage, and Mechanics Copy Masters," "Filling-out Forms and Applications Copy Masters," "Process of Writing Transparencies," "Classroom Posters," "Diagnostic and Mastery Tests," and a research-based writing methods booklet, "Teaching and Evaluating Student Writing."

4. Description of other supplementary textbooks or instructional materials available for sale

Grades nine and eleven

Skills Practice Book, pupils' and teachers' editions
Diagnostic and mastery test booklets
Duplicating masters (containing workbook and test materials)

PUBLISHER	TITLES	COPYRIGHT
McDougal, Littell & Company	*Grade nine* ***Building English Skills, Orange Level***	***1985***
	Grade eleven ***Building English Skills, Yellow Level***	***1985***

INFORMATION FROM THE PUBLISHER—Continued

5. Indicate other textbooks or instructional materials, which, used together with the textbooks submitted for this process, would result in a total program, integrating instruction in listening, speaking, reading, and writing.

Grade nine

Basic Skills in English, grades seven through twelve, is the companion series to *Building English Skills,* providing grammar and composition instruction for students who read on or below grade level. In addition to the controlled reading level, the series features short, highly structured writing lessons and exceptionally clear definitions and explanations.

Grade eleven

McDougal, Littell Literature, grades seven through twelve, provides in anthology form an in-depth presentation of literary types. For each selection a list cross-references writing skills to specific lessons in *Building English Skills.* The textbook for grade eleven presents American literature.

Reading Literature, grades six through twelve, combines high-quality selections of literature with developmental instruction in reading skills. The program is designed to build skills in comprehension, vocabulary, and writing as well as in related skills such as study and research, speaking and listening, and critical thinking. The textbook for grade eleven presents American literature.

PUBLISHER	TITLES	COPYRIGHT
McDougal, Littell & Company	*Grade nine* ***McDougal, Littell Literature, Orange Level***	***1987***
	Grade eleven ***McDougal, Littell Literature, Yellow Level***	***1987***

INFORMATION FROM THE PUBLISHER

A. Publisher's Description of the Textbook and the Intended Audience

Grade nine

This literature anthology, arranged by genre, provides instruction in the understanding and appreciation of literary forms. Selections reflect the diversity and richness of the human experience.

McDougal, Littell Literature offers the best of traditional and contemporary literature, drawn from a variety of sources and cultures. It contains study strategies to develop skills of comprehension, understanding of literary elements and techniques, vocabulary, writing, and speaking and listening. Critical thinking is emphasized throughout the series. Powerful writing resources help students learn to analyze and evaluate what they read. The series is designed for students of average and above average reading ability.

The authors of *McDougal, Littell Literature,* grade nine, are Julie West Johnson, a Teacher at New Trier High School, Winnetka, Illinois; and Margaret J. Forst, a Teacher at Lake Forest High School, Lake Forest, Illinois.

Grade eleven

The textbook for grade eleven, which covers American literature, is organized chronologically by genre. Selections are grouped to trace the development of each literary type as well as to help students understand the ideas that influenced the history of literature. Julie West Johnson is the author of the grade eleven book.

A 1989 edition is available for grades nine through twelve.

B. Description of Textbooks and Materials

1. Description of the literary works

The literary works included in the textbooks or instructional materials are:

☒ Complete as originally written by the authors
(How many for grade nine? *62*) (How many for grade eleven? *229*)

☒ Excerpts
(How many for grade nine? *7*) (How many for grade eleven? *31*)

☒ Abridged selections
(How many for grade nine? *1*) (How many for grade eleven? *0*)

McDougal, Littell Literature—Orange Level (grade nine)
Dickens, Charles. *Great Expectations.*

2. Description of the teacher's edition/manual

Grades nine and eleven

For each grade level *McDougal, Littell Literature* has a teacher's manual that contains a scope and sequence section, suggestions for introducing and teaching the selections, answers to all study questions, enrichment activities, bibliography for each unit, notes on the fine art in the student's textbook, and a table of contents arranged according to theme.

3. Description of the teacher's resource materials

Grades nine and eleven

A comprehensive teacher's resource binder is designed to provide supplements for instruction and management for teaching *McDougal, Littell Literature.* Teachers' resource binders contain "Audio Cassette Tapes," "Teacher's Notes for Audio Cassette Tapes," a "Teacher's Manual," "Classroom Management Aids," "Tests: Copy Masters," "Vocabulary Development Exercises," a table of contents arranged by theme, and "Literary Analyses/Critical Thinking Readings."

PUBLISHER	TITLES	COPYRIGHT
McDougal, Littell & Company	*Grade nine* *McDougal, Littell Literature, Orange Level*	*1987*
	Grade eleven *McDougal, Littell Literature, Yellow Level*	*1987*

INFORMATION FROM THE PUBLISHER—Continued

4. **Description of other supplementary textbooks or instructional materials available for sale**

Grades nine and eleven

Vocabulary/test copy masters contain selection tests, section tests, unit tests, and tests on literary elements and techniques. Also included in the copy masters are vocabulary development exercises.

5. **Indicate other textbooks or instructional materials, which, used together with the textbooks submitted for this process, would result in a total program, integrating instruction in listening, speaking, reading, and writing.**

Grade nine

Basic Skills in English, grades seven through twelve, is the companion series to *Building English Skills,* providing grammar and composition instruction for students who read on or below grade level. In addition to the controlled reading level, the series features short, highly structured writing lessons and exceptionally clear definitions and explanations.

Grade eleven

Building English Skills, grades seven through twelve, is designed to teach students who are reading on or above grade level the skills needed for clear expression of ideas: writing, thinking, and using mechanics. The series integrates speaking and listening, study and research, critical thinking, and life skills along with the teaching of grammar and composition.

Reading Literature, grades six through twelve, combines high-quality selections of literature with developmental instruction in reading skills. The program is designed to build skills in comprehension, vocabulary, and writing as well as related skills such as study and research, speaking and listening, and critical thinking. The textbook for grade eleven presents American literature.

PUBLISHER	TITLES	COPYRIGHT
McGraw-Hill School Division	*Grade nine* ***Insights***	***1985***
	Grade eleven ***American Literature: A Chronological Approach***	***1985***
	Grade eleven ***American Literature: A Thematic Approach***	***1985***

INFORMATION FROM THE PUBLISHER

A. Publisher's Description of the Textbook and the Intended Audience

Grade nine

Insights, which was developed for average students, has thematic units subdivided by genre. Study questions, activities for composition, language and vocabulary exercises, and authors' biographies follow the works of literature. Each unit includes a focus on an element of literature, major works, and sections entitled "Summing Up," "Composition Workshop," and "Gallery of Fine Art." The backmatter contains a "Handbook of Literary Terms," a "Glossary," and indexes. The 1989 edition adds instruction in the writing process and writing about literature and vocabulary sections.

Grade eleven

American Literature: A Chronological Approach, which was developed for average students, covers historical periods, each ending with "A Twentieth Century Writer Looks Back" and a "Composition Workshop." Following selections of literature are "Study Questions," "Language and Vocabulary," and composition assignments. The backmatter includes a "Handbook of Literary Terms," a "Glossary," and indexes. The 1989 edition adds instruction in the writing process and writing about literature and vocabulary sections.

The editor of the textbooks for both grades nine and eleven is G. Robert Carlsen, former Professor of English and Education at the universities of Iowa and Texas and Past President of the National Council of Teachers of English (NCTE).

In *American Literature: A Thematic Approach,* which was developed for average students, units alternate between themes and historical periods. Following each selection are study questions. Thematic units end with questions and topics designed to synthesize unit selections, composition assignments, and authors' biographies. Thematic units also contain a section entitled "Gallery of Fine Art." The backmatter has a "Handbook of Literary Terms," a "Glossary," and indexes. The general editor is G. Robert Carlsen, former Professor of English and Education at the universities of Iowa and Texas and Past President of NCTE.

B. Description of Textbooks and Materials

1. Description of the literary works

The literary works included in the textbooks or instructional materials are:

☒ Complete as originally written by the authors
(How many for grade nine? *75*) (How many for grade eleven? *142** and 141†)

☒ Excerpts
(How many for grade nine? *10*) (How many for grade eleven? *30** and 24†)

☒ Abridged selections

Grade nine

Dickens, Charles. *A Tale of Two Cities.*
Homer. *The Odyssey.*

No abridged selections appear in the textbooks for grade eleven.

2. Description of the teacher's edition/manual

Grade nine

The teacher's guide for *Insights* contains sections on scope and sequence, classroom techniques, and unit objectives; suggestions

*The selections are from *American Literature: A Chronological Approach.*
†The selections are from *American Literature: A Thematic Approach.*

PUBLISHER	TITLES	COPYRIGHT
McGraw-Hill School Division	*Grade nine* ***Insights***	***1985***
	Grade eleven ***American Literature: A Chronological Approach***	***1985***
	Grade eleven ***American Literature: A Thematic Approach***	***1985***

INFORMATION FROM THE PUBLISHER—Continued

for motivating students, teaching reading skills and genres, using activity sheets, "Composition Workshops," "Gallery of Fine Arts," and relating the humanities to the unit. Also included are an annotated bibliography, reading difficulty levels of works, a glossary, handbook words, introductions to selections, answers to study questions, and activities for enrichment.

Grade eleven

The teacher's guide for *American Literature: A Chronological Approach* contains sections on scope and sequence, suggested classroom techniques, background information on the historical period, and objectives. Also included are suggestions for motivating students' interest in the unit, using composition workshops, art notes, and selection charts listing words from the glossary and handbook. Background information, introductions to selections, and answers to study note questions are also included.

Grade eleven

The teacher's guide for *American Literature: A Thematic Approach* contains an introduction to the textbook; suggested classroom techniques; unit scope and sequences; suggestions for using composition workshops, for teaching the genres, for using the "Gallery of Fine Art," and for relating the humanities to the unit; an annotated bibliography; a selection chart listing glossary and handbook words; introductions to selections; and answers to study note questions.

3. **Description of the teacher's resource materials**

Grade nine

The *Activities/Tests Book* contains activity sheets, blackline masters for skills such as finding the main idea, check-up tests for each selection, and unit tests (objective and composition). The *Insights Activity/Tests Book* includes a two-page blackline master for use with *A Tale of Two Cities*. In addition, two *Literature Live!* cassettes provide readings of select works from the text.

Grade eleven

The *Test Books* for *American Literature: A Chronological Approach* and *American Literature: A Thematic Approach* contain check tests for each of the selections in the anthology. *Literature Live!* cassette tapes provide the students with the opportunity to hear selections read aloud.

4. **Description of other supplementary textbooks or instructional materials available for sale**

Grades nine and eleven*

The 1989 edition will include a critical thinking skills handbook that will provide explanations of, exercises for, and activities using critical thinking skills. These lessons will be tied to the literature in the student's text. *The Short Prose Reader,* by Muller and Weiner, and *Literary Reflections,* by Elkins, Kendall, and Willingham, also complement the literature series.

Grade eleven †

The *Short Prose Reader* and *Literary Reflections* also complement the literature series.

5. **Indicate other textbooks or instructional materials, which, used together with the textbooks submitted for this process, would result in a total program, integrating instruction in listening, speaking, reading, and writing.**

Not applicable

*This section applies to *Insights* and *American Literature: A Chronological Approach.*
†This section applies to *American Literature: A Thematic Approach.*

PUBLISHER	TITLE	COPYRIGHT
National Textbook Company	*Grade eleven* *The Art of Composition*	*1984*

INFORMATION FROM THE PUBLISHER

A. Publisher's Description of the Textbook and the Intended Audience

The Art of Composition moves developmentally from simple writing structures and assignments to more advanced ones. Each chapter is organized as follows: a principle or skill to be developed, exercises to develop skills, a reading assignment, questions that stimulate discussion, writing assignments, prewriting questions, and self-evaluation exercises. Each lesson is structured to promote the application of the writing process. Each writing activity has "Before You Write" and "After You Write" procedures. "Readings for Writers" illustrates the principles and skills being developed.

Literary works include fiction and nonfiction from the eighteenth century to the present. Diverse selections represent a range of writers: men and women, famous and less well known, professionals and beginners.

B. Description of Textbooks and Materials

1. Description of the literary works

The literary works included in the textbooks or instructional materials are:

☐ Complete as originally written by the authors
(Not applicable)

☒ Excerpts
(How many for grade eleven? *34*)

☐ Abridged selections

No abridged selections appear in this textbook for grade eleven.

2. Description of the teacher's edition/manual

The teacher's guide includes suggestions for evaluating student writing, instructional suggestions for each lesson, and additional student activities.

3. Description of the teacher's resource materials

Not applicable

4. Description of other supplementary textbooks or instructional materials available for sale

An Anthology for Young Writers provides models for different forms of writing.

Writing in Action provides a clear and vigorous style, using the project approach to guide students through the writing process.

5. Indicate other textbooks or instructional materials, which, used together with the textbooks submitted for this process, would result in a total program, integrating instruction in listening, speaking, reading, and writing.

Not applicable

329

330

PUBLISHER	TITLES	COPYRIGHT
Scott, Foresman & Company	*Grade nine* ***Patterns in Literature***	***1987***
	Grade eleven ***The United States in Literature***	***1987***

INFORMATION FROM THE PUBLISHER

A. Publisher's Description of the Textbook and the Intended Audience

Grade nine

The authors are Edmund J. Farrell, University of Texas, Austin; Ouida H. Clapp, Buffalo Public Schools, Buffalo, New York; and Karen J. Keuhner, Glenbrook South High School, Glenview, Illinois.

Traditional and contemporary literature is organized by genre. Supplementary articles include literary topics, writers, trends, historical background, and authors' biographies.

Intensive, integrated instruction in vocabulary, composition, and literary skills is provided. The "Composition Guide" provides support for writing assignments based on literary selections. The "Handbook of Literary Terms" provides instruction in literary concepts keyed to textbook selections.

Grade eleven

The authors are James F. Miller, Jr., University of Chicago; Carlota Cardenas de Dwyer, Thomas C. Clark High School, San Antonio, Texas; and Kerry M. Wood, Woodside High School, Woodside, California.

Classical, traditional, and modern literature, organized chronologically, includes essays on "Themes in American Literature," two full-length plays, and poetry. Early American works by American Indians, pioneers, and political leaders provide historical perspectives.

In an alternative edition the following "Three Long Stories" replace *The Red Badge of Courage:* "Four Meetings" by Henry James, "Afterward" by Edith Wharton, and "Tom Outland's Story" by Willa Cather.

Intensive, integrated instruction in vocabulary, composition, and literary skills is provided. The "Composition Guide" provides support for writing assignments based on the literary selections. A "Glossary of Literary Terms" provides definitions with examples for reference and instruction.

B. Description of Textbooks and Materials

1. Description of the literary works

The literary works included in the textbooks or instructional materials are:

☒ Complete as originally written by the authors
(How many for grade nine? *45*) (How many for grade eleven? *162*)

☒ Excerpts
(How many for grade nine? *6*) (How many for grade eleven? *44*)

☒ Abridged selections
(How many for grade nine? *8*) (How many for grade eleven? *9*)

Patterns in Literature (grade nine)

Cook, Mike, and Paul Gillespie. "Aunt Arie."
Dickens, Charles. *A Tale of Two Cities.*
Doyle, Arthur Conan. "The Speckled Band."
Gilbert, Michael. "Camford Cottage."
Johnson, Dorothy M. "The Man Who Shot Liberty Valance."
King, Martin Luther, Jr. "I Have a Dream."
Shakespeare, William. *Romeo and Juliet.*
Stuart, Jesse. "Split Cherry Tree."

The United States in Literature (grade eleven)

Anderson, Robert. *I Never Sang for My Father.*
Asimov, Issac. "The Singing Bell."
Bogan, Louise. "Letdown."
Bradbury, Ray. "April 2005, Usher II."

PUBLISHER	TITLES	COPYRIGHT
Scott, Foresman & Company	*Grade nine* ***Patterns in Literature***	***1987***
	Grade eleven ***The United States in Literature***	***1987***

INFORMATION FROM THE PUBLISHER—Continued

Collier, Eugenia. "Marigold's."
Crane, Stephen. *The Red Badge of Courage.*
Fitzgerald, F. Scott. "Winter Dreams."
McManus, Patrick. "The Two-Wheeled ATV."
Ulibarri, Sabine. "My Grandma Smoked Cigars."

2. Description of the teacher's edition/manual

Grades nine and eleven

The *Teacher's Guidebook* offers complete lesson plans, check tests, unit overview charts, and a comprehensive scope and sequence chart.

3. Description of the teacher's resource materials

Grades nine and eleven

The *Testbook* includes unit content, vocabulary, and composition tests.

The *Teacher's Resource Book* contains the complete *America Reads* series testing program, motivational unit resource pages, and a full-color poster for each of the eight units.

4. Description of other supplementary textbooks or instructional materials available for sale

Grades nine and eleven

See the response to item three.

5. Indicate other textbooks or instructional materials, which, used together with the textbooks submitted for this process, would result in a total program, integrating instruction in listening, speaking, reading, and writing.

Grade nine

Language: Skills and Use, Grade Nine
Speech, Principles and Practice
Inside High School Journalism

Grade eleven

Language: Skills and Use, Grade Eleven
Theater—Preparation and Performance
Inside High School Journalism
Writing Research Papers: A Complete Guide
Writing Brief

PUBLISHER	TITLES	COPYRIGHT
Scribner-Laidlaw Educational Publishers	*Grade nine* ***Composition and Grammar 9***	***1985***
	Grade eleven ***Composition and Grammar 11***	***1985***

INFORMATION FROM THE PUBLISHER

A. Publisher's Description of the Textbook and the Intended Audience

Grades nine and eleven

Composition and Grammar 9 and *Composition and Grammar 11* can serve as the basic instructional textbooks of a writing-process curriculum or as one of the core textbooks of a literature-based curriculum. The integrated approach of these textbooks focuses on the writing of whole compositions while engaging students in a variety of purposeful writing tasks. These include "A How-to Essay" and "A Radio Advertisement" for grade nine and "An Autobiographical Essay" and "A Scientific Report" for grade eleven.

The authors of the program include Steven Zemelman, Director of the Illinois Writing Project; Marjorie Farmer, Past President of the National Council of Teachers of English; and Seymour Yesner, an experienced High School English Teacher.

B. Description of Textbooks and Materials

1. Description of the literary works

The literary works included in the textbooks or instructional materials are:

☒ Complete as originally written by the authors
(How many for grade nine? *11*) (How many for grade eleven? *24*)

☒ Excerpts
(How many for grade nine? *20*) (How many for grade eleven? *51*)

☐ Abridged selections

No abridged selections appear in the textbooks for grades nine and eleven.

2. Description of the teacher's edition/manual

Grades nine and eleven

The teacher's edition consists of an annotated student's textbook with a back-of-the-book teacher's manual that contains content previews, instructional objectives, commentaries with day-by-day teaching strategies, and enrichment activities. Discussion activities and questioning strategies are provided to help generate ideas and integrate knowledge. Included are suggestions for managing small groups and for peer evaluation, as well as suggestions for reducing the teacher's paper load.

3. Description of the teacher's resource materials

Grade nine

The deluxe teacher's edition consists of a three-ring binder containing the teacher's edition described above, "Composition Checklists," "More Practice" (blackline masters), "Tests" (blackline masters), and "Style Sheets for Documentation."

Grade eleven

The deluxe teacher's edition consists of a three-ring binder containing the teacher's edition described above, "Composition Checklists," "More Practice" (blackline masters), "Tests" (blackline masters), "Style Sheets for Documentation," and "Blackline Masters for Teaching a Research Paper."

4. Description of other supplementary textbooks or instructional materials available for sale

Not applicable

PUBLISHER	TITLES	COPYRIGHT
Scribner-Laidlaw Educational Publishers	*Grade nine* ***Composition and Grammar 9***	***1985***
	Grade eleven ***Composition and Grammar 11***	***1985***

INFORMATION FROM THE PUBLISHER—Continued

Grades nine and eleven

The "Test Masters" and "More Practice Masters" described above are also available as separate components.

5. **Indicate other textbooks or instructional materials, which, used together with the textbooks submitted for this process, would result in a total program, integrating instruction in listening, speaking, reading, and writing.**

Grades nine and eleven

Materials are in preparation.

337

333

PUBLISHER	TITLES	COPYRIGHT
Scribner-Macmillan Educational Publishers	*Grade nine* ***Understanding Literature***	***1987***
	Grade eleven ***American Literature***	***1987***

INFORMATION FROM THE PUBLISHER

A. Publisher's Description of the Textbook and the Intended Audience

Grades nine and eleven

The *Macmillan Literature Series* consists of anthologies for teaching literature. Each level provides outstanding, high-quality literary selections that encourage students to read literature; motivational strategies to help students of all abilities to read, understand, and enjoy literature; features and questioning strands to develop thinking and writing processes; three levels of discussion questions and two kinds of composition assignments to challenge students of all abilities; and students' materials and teachers' aids to save time and energy.

George Kearns, General Adviser and Writer, is Director of the Expository Writing Project in the English Department of Rutgers University, New Jersey.

Grade nine

Understanding Literature, the grade nine textbook, continues to develop the study of literary types and techniques that build analytical skills needed for students to appreciate high-quality literature. This anthology offers an extensive number of short stories, nonfiction pieces, poems, two novels, and three one-act plays in addition to *Romeo and Juliet.*

Grade eleven

American Literature introduces students to a chronological study of major periods in history. An illustrated introduction and a time line begin each unit and place the works in an historical perspective. "The American Voice" helps students define major themes and concepts. The anthology also includes many short stories, poems, and essays as well as *Our Town* and *The Red Badge of Courage.*

B. Description of Textbooks and Materials

1. Description of the literary works

The literary works included in the textbooks or instructional materials are:

☒ Complete as originally written by the authors
(How many for grade nine? *68*) (How many for grade eleven? *181*)

☒ Excerpts
(How many for grade nine? *7*) (How many for grade eleven? *26*)

☒ Abridged selections
(How many for grade nine? *3*) (How many for grade eleven? *1*)

Understanding Literature (grade nine)
Dickens, Charles. *Great Expectations.*
London, Jack. *The Call of the Wild.*
Shakespeare, William. *The Tragedy of Romeo and Juliet* (standard school abridgment).

American Literature (grade eleven)
Crane, Stephen. *The Red Badge of Courage.*

2. Description of the teacher's edition/manual

Grades nine and eleven

The teachers' manuals with mastery tests include unit mastery tests; reading check tests; author information; answers to all questions, including guidelines for evaluating compositions; complete teaching strategies; and many extra helps for daily teaching. Users of the manual have praised the statement of theme, the synopsis, the "Motivation for Reading," and the check tests.

PUBLISHER	TITLES	COPYRIGHT
Scribner-Macmillan Educational Publishers	*Grade nine* ***Understanding Literature***	***1987***
	Grade eleven ***American Literature***	***1987***

INFORMATION FROM THE PUBLISHER—Continued

3. **Description of the teacher's resource materials**

Grades nine and eleven

The teacher's resource book, in a convenient three-ring binder for each grade, helps teachers manage extra teaching aids: "Teacher's Manual with Mastery Tests"; "Check Tests Blackline Masters"; "Selection, Unit, and Essay Tests Blackline Masters"; "Tests Answer Key"; "Practice and Enrichment Blackline Masters"; and "Reinforcement and Study Blackline Masters."

4. **Description of other supplementary textbooks or instructional materials available for sale**

Grades nine and eleven

PWR: Macmillan Literature Composition Software—The Prewriting-Writing-Revising Process, containing software for each grade, is an outgrowth of the process approach to writing practiced in the *Macmillan Literature Series* for grades seven through twelve; but the software can be used independently.

The two-disk package for each grade includes (1) a tutorial and separate word processor; and (2) programs for "Writing About Literature," "Creative Writing," "Writing About Social Studies," and "Writing About Science." The programs have been designed to be used by students of all abilities. There are built-in help screens, supplied selections and data, as well as open-ended assignments.

5. **Indicate other textbooks or instructional materials, which, used together with the textbooks submitted for this process, would result in a total program, integrating instruction in listening, speaking, reading, and writing.**

Grades nine and eleven

The students' anthologies paired with the teacher's support materials offer opportunities for a whole-language curriculum: Reading is stressed in end-of-unit essays as well as in the feature "Model for Active Reading," the three-level questioning strategy, the "Literary Focus" feature, and footnotes and vocabulary aids. Writing is addressed in the many post-selection dual composition assignments and in the "Writing About Literature Handbook," which stresses prewriting, writing, and revising. Listening and speaking are practiced in many of the "Additional Projects" suggested in the teacher's manual.

Additionally, the *Macmillan English* textbooks for these grades offer extensive practice correlating with *Macmillan Literature's* approach to reading, writing, listening, and speaking. The ancillaries for *Macmillan English* include many blackline masters for evaluation of writing, listening, and speaking.

Publications Available from the Department of Education

This publication is one of over 650 that are available from the California State Department of Education. Some of the more recent publications or those most widely used are the following:

ISBN	Title (Date of publication)	Price
0-8011-0271-5	Academic Honesty (1986)	$2.50
0-8011-0722-9	Accounting Procedures for Student Organizations (1988)	3.75
0-8011-0272-3	Administration of Maintenance and Operations in California School Districts (1986)	6.75
0-8011-0216-2	Bilingual-Crosscultural Teacher Aides: A Resource Guide (1984)	3.50
0-8011-0238-3	Boating the Right Way (1985)	4.00
0-8011-0275-8	California Dropouts: A Status Report (1986)	2.50
0-8011-0707-5	California Private School Directory, 1987-88 (1987)	14.00
0-8011-0724-5	California Public School Directory (1988)	14.00
0-8011-0488-2	Caught in the Middle: Educational Reform for Young Adolescents in California Public Schools (1987)	5.00
0-8011-0241-3	Computer Applications Planning (1985)	5.00
0-8011-0242-1	Computers in Education: Goals and Content (1985)	2.50
0-8011-0659-1	Educational Software Preview Guide (1987)	2.00
0-8011-0489-0	Effective Practices in Achieving Compensatory Education-Funded Schools II (1987)	5.00
0-8011-0041-0	English-Language Arts Framework for California Public Schools (1987)	3.00
0-8011-0731-8	English-Language Arts Model Curriculum Guide, K—8 (1988)	3.00
0-8011-0710-5	Family Life/Sex Education Guidelines (1987)	4.00
0-8011-0733-4	From Vision to Reality: California Educational Reform—Annual Report, 1987 (1988)	3.00
0-8011-0289-8	Handbook for Physical Education (1986)	4.50
0-8011-0249-9	Handbook for Planning an Effective Foreign Language Program (1985)	3.50
0-8011-0320-7	Handbook for Planning an Effective Literature Program (1987)	3.00
0-8011-0179-4	Handbook for Planning an Effective Mathematics Program (1982)	2.00
0-8011-0290-1	Handbook for Planning an Effective Writing Program (1986)	2.50
0-8011-0224-3	Handbook for Teaching Cantonese-Speaking Students (1984)	4.50
0-8011-0680-X	Handbook for Teaching Japanese-Speaking Students (1987)	4.50
0-8011-0291-X	Handbook for Teaching Pilipino-Speaking Students (1986)	4.50
0-8011-0204-9	Handbook for Teaching Portuguese-Speaking Students (1983)	4.50
0-8011-0250-2	Handbook on California Education for Language Minority Parents—Chinese/English Edition (1985)	3.25*
0-8011-0712-1	History-Social Science Framework for California Public Schools (1988)	6.00

*The following editions are also available, at the same price: Armenian/English, Cambodian/English, Hmong/English, Korean/English, Laotian/English, Spanish/English, and Vietnamese/English.

0-8011-0227-8	Individual Learning Programs for Limited-English-Proficient Students (1984)	$3.50
0-8011-0466-1	Instructional Patterns: Curriculum for Parenthood Education (1985)	12.00
0-8011-0208-1	Manual of First-Aid Practices for School Bus Drivers (1983)	1.75
0-8011-0209-X	Martin Luther King, Jr., 1929—1968 (1983)	3.25
0-8011-0358-4	Mathematics Framework for California Public Schools (1985)	3.00
0-8011-0664-8	Mathematics Model Curriculum Guide, K—8 (1987)	2.75
0-8011-0685-0	Microcomputers for Use in School District Administration (1987)	9.00
0-8011-0725-3	Model Curriculum for Human Rights and Genocide (1988)	3.25
0-8011-0252-9	Model Curriculum Standards: Grades 9—12 (1985)	5.50
0-8011-0229-4	Nutrition Education—Choose Well, Be Well: A Curriculum Guide for Junior High School (1984)	8.00
0-8011-0228-6	Nutrition Education—Choose Well, Be Well: A Curriculum Guide for High School (1984)	8.00
0-8011-0182-4	Nutrition Education—Choose Well, Be Well: A Curriculum Guide for Preschool and Kindergarten (1982)	8.00
0-8011-0183-2	Nutrition Education—Choose Well, Be Well: A Curriculum Guide for the Primary Grades (1982)	8.00
0-8011-0184-0	Nutrition Education—Choose Well, Be Well: A Curriculum Guide for the Upper Elementary Grades (1982)	8.00
0-8011-0230-8	Nutrition Education—Choose Well, Be Well: A Resource Manual for Parent and Community Involvement in Nutrition Education Programs (1984)	4.50
0-8011-0185-9	Nutrition Education—Choose Well, Be Well: A Resource Manual for Preschool, Kindergarten, and Elementary Teachers (1982)	2.25
0-8011-0186-7	Nutrition Education—Choose Well, Be Well: A Resource Manual for Secondary Teachers (1982)	2.25
0-8011-0253-7	Nutrition Education—Choose Well, Be Well: Food Photo Cards (with nutrient composition charts) (1985)	10.00
0-8011-0254-5	Nutrition Education—Choose Well, Be Well: Teaching Materials for Preschool/Kindergarten Curriculum Guide (in color) (1985)	7.50
0-8011-0255-3	Nutrition Education—Compute Well, Be Well: Computer Activities for the Classroom, Preschool/Kindergarten (1985)	12.50
0-8011-0256-1	Nutrition Education—Compute Well, Be Well: Computer Activities for the Classroom, Grades 1—3 (1985)	12.50
0-8011-0257-X	Nutrition Education—Compute Well, Be Well: Computer Activities for the Classroom, Grades 4—6 (1985)	12.50
0-8011-0303-7	A Parent's Handbook on California Education (1986)	3.25
0-8011-0305-3	Paths Through High School: A California Curriculum Study (1987)	4.00
0-8011-0671-0	Practical Ideas for Teaching Writing as a Process (1987)	6.00
0-8011-0309-6	Program Guidelines for Hearing Impaired Individuals (1986)	6.00
0-8011-0258-8	Program Guidelines for Severely Orthopedically Impaired Individuals (1985)	6.00
0-8011-0684-2	Program Guidelines for Visually Impaired Individuals (1987)	6.00
0-8011-0688-5	Program Quality Review for Elementary Schools (1987)	4.50

0-8011-0690-7	Program Quality Review for High Schools (1987)	$4.50
0-8011-0213-8	Raising Expectations: Model Graduation Requirements (1983)	2.75
0-8011-0311-8	Recommended Readings in Literature, K—8 (1986)	2.25
0-8011-0214-6	School Attendance Improvement: A Blueprint for Action (1983)	2.75
0-8011-0189-1	Science Education for the 1980s (1982)	2.50
0-8011-0339-8	Science Framework for California Public Schools (1978)	3.00
0-8011-0354-1	Science Framework Addendum (1984)	3.00
0-8011-0665-6	Science Model Curriculum Guide, K—8 (1987)	3.25
0-8011-0668-0	Science Safety Handbook for California High Schools (1987)	8.75
0-8011-0738-5	Secondary Textbook Review: English (1988)	9.25
0-8011-0677-X	Secondary Textbook Review: General Mathematics (1987)	6.50
0-8011-0691-5	Selected Financial and Related Data for California Public Schools (1987)	3.00
0-8011-0265-0	Standards for Scoliosis Screening in California Public Schools (1985)	2.50
0-8011-0486-6	Statement on Preparation in Natural Science Expected of Entering Freshmen (1986)	2.50
0-8011-0318-5	Students' Rights and Responsibilities Handbook (1986)	2.75
0-8011-0234-0	Studies on Immersion Education: A Collection for U.S. Educators (1984)	5.00
0-8011-0682-6	Suicide Prevention Program for California Public Schools (1987)	8.00
0-8011-0192-1	Trash Monster Environmental Education Kit (for grade six)	23.00
0-8011-0236-7	University and College Opportunities Handbook (1984)	3.25
0-8011-0344-4	Visual and Performing Arts Framework for California Public Schools (1982)	$3.25
0-8011-0237-5	Wet 'n' Safe: Water and Boating Safety, Grades 4—6 (1983)	2.50
0-8011-0194-8	Wizard of Waste Environmental Education Kit (for grade three)	20.00
0-8011-0670-2	Work Experience Education Instructional Guide (1987)	12.50
0-8011-0464-5	Work Permit Handbook (1985)	6.00
0-8011-0270-7	Young and Old Together: A Resource Directory of Intergenerational Resources (1986)	3.00

Orders should be directed to:

California State Department of Education
P.O. Box 271
Sacramento, CA 95802-0271

Please include the International Standard Book Number (ISBN) for each title ordered.

Remittance or purchase order must accompany order. Purchase orders without checks are accepted only from governmental agencies in California. Sales tax should be added to all orders from California purchasers.

A complete list of publications available from the Department, including apprenticeship instructional materials, may be obtained by writing to the address listed above or by calling (916) 445-1260.

345

346

87 76478

86-176 03-0400 & 03-391 5-88 8M